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ABSTRACT

These 12 newsletter issues provide educational resources to providers of school-age child care. Each eight-page issue may include several feature articles; activities that providers can use with children; descriptions of professional development activities and training programs; information on books, pamphlets, and other educational materials in the field; and a list of School-Age Care (SAC) conferences and training sessions. Featured topics include (1) Adventure Play playgrounds; (2) rules and discipline; (3) professional attitudes; (4) child-initiated programming; (5) peace education; (6) conflict resolution; (7) school-age care accreditation; (8) professional development; (9) developmental needs and imaginary play; (10) summer and year-round programs; (11) a national study or school-age programs; (12) Montessori school-age programs; (13) ideas for summer programs; (14) working with hostile children; (15) the copyright implications of using recorded music and videos in school-age programs; (16) the National Asscciation of Elementary School Principals' Standards for Quality School-Age Child Care; (17) tree climbing; (18) fall holiday celebrations; (18) dedicated space for school-age programs; (19) student portfolios; and (20) classroom discipline. (MDM)

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Positive Play Through Adventure Playgrounds

photo courtesy HAPA

Gardening is just one aspect of adventure playgrounds which afford opportunities for using real tools purposefully.

Houston Adventure Play Association (HAPA) is a non-profit organization that has developed a unique program to address the issues of school-age care.

Free to choose and create. The program, Adventure Play, allows children to create their own playground using supplied materials. Adventure Play is free, on-site after-school care patterned after the Adventure Playgrounds found in Europe and Japan. HAPA works closely with the school district to provide a safe and stimulating environment for the children enrolled in the program.

The major activities involve carpentry, arts and crafts, gardening, animal care, and sand and water. HAPA strategically places donated materials such as tires, lumber, plastic pipes, and hammers and nails on the Adventure Play playgrounds. Under the guidance of specially trained staff, the children use their own ideas to invent and construct play objects from the materials. This may require math or reading skills, and gross and fine motor skills.

By uniting their efforts in a common project, the children learn cooperation, negotiation, and responsibility.

Learning teamwork. The children must work as a team to convert the materials into something new. By uniting their efforts in a common project, the children learn cooperation, negotiation, and responsibility. The result of each new project is children who are inspired to learn and who show an increased self-esteem.

By learning to cooperate, the chil

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How Many SAC Programs?

The soon to be released National Before and After School Study knows the answer. As we reported in the May/June 1991 issue, the U.S. Department of Education contracted for a study to examine the prevalence, structure, and features of formal programs that provide enrichment, academic instruction, recreation, and supervised care for children and youth between the ages of 5 and 13.

The study also looked at program characteristics.including staff ratios; qualifications; training; hours worked; salaries; benefits; and turnover.

The School-Age Child Care Project at Wellesley College and two other research groups surveyed a representative sampling involving 1300 phone interviews and 12 site visits.

The Answer

How many programs and other findings cannot not be released yet.

Sources have confirmed that the number is close but will probably be more than the 37,557 "centers with larger after school programs" category that the Wilson Marketing Group has compiled. They have identified a total of 84,950 child care centers.

(continued from page 1)
dren also learn to control impulse behavior, a behavior that is becoming more prevalent and violent in our society. At Adventure Play, venting and talking out feelings is often the way two children resolve their conflicts. There is also an **important playground rule:** before the day is over, two aggressors must personally patch up their differences in a manner that is acceptable to each one.

One Houston area principal stated that Adventure Play "has had a positive impact on the children's personal attitudes, school work, and general conduct."

The Adventure Play program of[f]ers an alternative to negative street life[ ] high-risk areas. Play leaders are capable of identifying at-risk children, and recognizing learning disabled students, abused children and children with behavior problems.

Adventure Play "has had a positive impact on their children's personal attitudes, school work, and general conduct."

Importance of trained staff. The program's play leaders are paid as contract employees by the school and are enrolled in college level programs in education, psychology, social work, or comparable majors at local universities. Program coordinators are all college graduates, and the program directors have master's degrees or work toward a master's.

Low staff turnover. Site staff is well paid, encouraging retention and helping to prevent the constant re-training of personnel. Keeping the same staff also provides the children with consistent role models.

Ethnic role models. Another unique characteristic of Adventure Play is that ethnic background is considered when hiring staff for a particular area. If the majority of students who are enrolled in the program are African-American, there are a majority of African-American adults; if the majority are Hispanic, there are bilingual Hispanic staff. This provides the children with adults to whom they can relate and also presents them with ethnic role models.

Houston School District takes interest. At the invitation of the school district, HAPA has already begun operation of Adventure Play programs at two schools which have a 90 percent at-risk student population. Eventually, it is hoped, programs will become the responsibility of the school district, with HAPA monitoring the program and providing technical assistance.

HAPA would like to see an Adventure Play program integrated into every community, providing free quality care to children of all ages. By helping children develop positive self-esteem, and encouraging in them the desire to succeed, HAPA hopes to provide children with a strong foundation for the future and help reduce possible drug abuse and delinquency.

For further information contact: Houston Adventure Play Association (HAPA), PO Box 540681, Houston, TX 77254 (713) 522-8971.

Reprinted by permission from Dependent Care Review, a newsletter by the Texas Corporate Child Development Fund, October 1991.

Adventure Play Manual

Where do the Children Play? On Adventure Playgrounds! is the adventure playground manual created by the committee of The Park People that later became the Houston Adventure Play Association. Manuals are $12 postpaid from: The Park People, 5615 Kirby, Ste 414, Houston TX 77005 (713) 528-7725.

10 Inspiring SAC Programs

The September issue of *Working Mother* has an article by Michelle (Mickey) Seligson of the Wellesley SACC Project and Michael Allenson, co-author of the forthcoming revised "Action Manual." "A+ After-School Care" identifies "10 inspiring programs" and the characteristics that make them special.

CONGRATULATIONS to:

- Fairfax-San Anselmo Children's Center, Fairfax, CA
- Children's Living, Learning and Loving After School Program (CLASP), Great Neck, NY
- Gilpin Extended Day School, Denver
- Providence Day Extended Day Program, Charlotte, NC
- S.C. Johnson Wax Before and After School Program, Racine, WI
- The Clubhouse—After School Caring and Sharing Inc., Tulsa, OK
- Runkle School Extended Day Program, Brookline, MA
- Wise Guys - KIDS CLUB, Edina, MN
- Bush School Extended Day Program, Seattle, WA
- Collegiate Schools After School Program, Richmond, VA

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Editor/Publisher:	Richard T. Scofield
Office Manager:	Mary-Helen Marigza
Contributing Editors:	Jim Therrell Nancy Mahar Tracey Ballas Betsy Shelsby Kathy Hermes Marianne Torbert
Artist:	A. Michie Shaw

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Rules Are The Question

by Alison Jamar

Rules and discipline are to school-agers like peanut butter and jelly are to two slices of bread — a perfect combination!

Therefore, when talking about discipline, as individuals and as a staff, ask yourselves these questions:

1.) Are the rules for the school-agers consistent among all staff members? Do all the staff know and agree with the rules for the kids?

2.) Are the rules for the kids or for the staff? Both are important but sometimes with a little creativity you can come up with rules that are satisfactory for both the school-agers and the staff.

3.) Do you have legitimate reasons for the rules that you can explain to the school-agers? If you don't, take a look at the rule and see if it is necessary.

4.) Do you clearly relate that it is their behavior you dislike and not them? It is inappropriate to say, "I don't like you right now." Instead describe the specific behavior you dislike.

5.) Are your consequences for unacceptable behavior related to the behavior? If someone is throwing food around at snack, a related consequence would be to have that person pick up after snack for a few days. An unrelated consequence would be to put the person in time out.

Next, examine the four areas in which discipline problems occur:

School-Agers Who Do Not Know the Rules. Always do your best to familiarize everyone with all the rules. Explain even the most obvious rules and the reasons why. Have a written, posted list of rules for each area in the program as a reminder to the staff and school-agers.

Those Who Break Rules the First Time. The youth knows the rules but tries breaking one anyway. This is a time to re-explain and discuss the rule. Be sure to ask them questions about the situation so that they can use their thinking process to better understand the rule.

Those Who Consistently Break Rules. The school-ager knows the rule and you have taken time to discuss it but they keep on breaking it. Now you need to think of some good consequences to use when this behavior occurs.

When you decide on the consequences, be sure that the other staff are aware of it. In fact, it is best to decide ahead of time, as a staff and with the school-agers, what the consequences to broken rules are.

Those Who Are a Discipline Problem. These school-agers often seem to be looking for rules to break. They demand your constant attention. I think attention is the key.

Are the rules for the school-agers consistent among all staff members?

Try setting up a behavior chart with them. Talk to them about the behaviors and set it up where they can privately check on their own progress. This gives both you and the school-agers a chance to focus on their positive behavior.

Make the parents aware that you are having difficulties and that you want to work together to help their school-ager fit in better with the group.

Most of all, make sure that all the school-agers know that you like them and that you respect them. Make it a point to spend positive time with each kid, especially the ones who are the biggest challenge.

Allison Jamar is the Assistant Director of the KIDS CLUB in Edina, MN. This is reprinted from the May/June 1987 SAN issue.

Australian Rules

Working with school-agers so that both the adults and the children have safe, enjoyable experiences is a challenge world-wide. Out of School Hours (OOSH) services in Sydney, Australia is what we call school-age care in the U.S. In a "How to" series on OOSH services the Network of Community Activities outlined setting up rules. (Australian spellings and expressions have been left in.)

"Children, committee, parents, and staff need to be quite clear about what is acceptable behaviour and agree on how to deal with situations." **When have you recently reviewed behavior expectations and policies with the school-agers, parents and staff?**

"Involving the children in decision-making processes and being consistent in your expectations goes a long way towards creating a caring and responsible attitude in regard to order and cleanliness." **How are you involving the school-agers in the issues around keeping order in your program and dealing with putting away and cleaning up.**

"Children need to know that they can experiment and create a mess, and not be afraid to enjoy themselves." **How are you helping school-agers to "enjoy themselves" while setting structure through expectations?**

"Inexperienced staff may find it difficult to make decisions about certain behaviour and not be sure how to deal with it. Children do expect that limits are set and staff should be able to say no to children without the fear that they would be unpopular or disliked by the children." **What support do you offer new staff for guidance techniques? Do they get a copy of rules and policies. Is there specif training to discuss and role play typical situations they will face. Are new staff aware they will get extra "testing of limits" by the kids just because they are the only element that has changed in the program?**

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Starting Back To School

The after school program may take a look at the school program of the children to avoid duplicating aspects of it, and to offer a complement to it. If the school program is intense and competitive, the child may need a chance to relax and un-stress after school. Some children may look forward to active noncompetitive games outdoors — something like Duck, Duck, Goose, for instance. Others will want to un-stress by painting at the easel, but with no assignment, or modeling with clay in the art center.

If the school day is a round of large classes with lots of seat work and few creative, hands-on experiences, the after school program may offer do-it-yourself science options or a chance for dramatic play.

There is no one-size-fits-all, but here are a few ideas.

New Names, New Faces

Puppets

Use a hand puppet to help you greet each child by name. Let the children make puppets —

- a paper cut-out on a flat, wooden stick
- a pair of felt shapes glued back-to-back to fit over the hand
- a sock with yarn for hair and shapes cut out of felt for eyes and mouth

In a circle let the children use the puppets to introduce themselves or the one next to them.

Name Ball

Players are in a circle. Each player learns the name of the player on the right. The leader begins by calling the name of the person on the right and throwing the ball to him. That player calls the name of the person to his right as he throws to him, and so on around the circle.

About three times around the circle to learn names and you are ready to throw across the circle to players in random order. Call the name of the player to whom you throw. You cannot throw to the same person twice in a row, nor throw back to the one who threw to you.

If the circle is too large, use two balls. (from *Great Games to Play with Groups*, p. 69)

Flowers

Give each child a yellow paper circle for a center, a petal pattern and colored paper for making petals.

Put a happy face on your circle.

Put your name on one of the petals.

On your other petals, put the names of your friends. Be sure that at least two of them are new friends.

Have You Seen My Friend?

Sit in a circle. You will need an "It" and a "Police officer". Give a badge to the police officer. "It" approaches the police officer and says, "My friend is lost. Have you seen my friend?" "It" then describes the friend (good things, what he likes to do, hobby, best subject, and so on).

If the police officer guesses, the friend becomes "It" and "It" becomes the next police officer. If the police officer makes a wrong guess, "It" will give more clues.

(from *Self Esteem: A Classroom Affair, Vol 1*, pg. 16)

Talking Glasses

You will need an old pair of sunglasses. Sit in a circle.

A child puts on the glasses and the child to his/her right says:

"Glasses, glasses, look at me,
Say what you like best about me."

The wearer of the glasses answers for them and then passes them on to the right.

Active, Noncompetitive Games

Hot Potato

Use a bean bag, nerf ball or knotted bandana for a hot potato. Players pretend is it hot so keep it moving quickly, tossing it hand-to-hand until the music stops.

Instead of eliminating the player caught with the potato, let him/her begin the new action, throwing the hot potato to another player when the music starts again.

Over and Under

Players stand in a line with feet spread apart. The player at the front passes a ball over his head to the player behind him, who passes it between his legs to the player behind him. That player passes it over his head to the player behind who in turn passes it between his legs to the one behind him.

When the ball reaches the end of the line that player runs to the front and passes the ball over his head to the player behind. Action continues until the player who started at the head of the line arrives back there again.

A large group can play this as a relay, or you can simply make as many lines as you need to manage the size of the group.

Loose Caboose

One player is the loose caboose. All the other players are in lines of three, holding to one another's waist.

The object is for the loose caboose to attach to a train. If he succeeds in doing so, the engine of that train must break away and become the next loose caboose.

If the group is large, start with two loose cabooses to keep the game moving faster.

(from *Outrageous Outdoor Games*, pg. 117)

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CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NEW NAMES, NEW FACES	Make the puppets on p.4. Write the children's names on theirs and put them on the bulletin board or along the wall as a mural.	Make your own cards for a game like Old Maid based on pairs with the children's names and photos on them plus an odd one with the gerbil on it.	In a circle play "My name is _____ and my friends are ..." adding your name and repeating all the previous ones.	Play Name Ball. See p. 4.	Play "Talking Glasses" or "Have You Seen My Friend?" See p. 4.
STARS	Astronomy – Each child chooses a constellation to learn about, and draw on a poster. What does the name mean and why was it chosen?	Sun – Our sun is a star. How many different items can be used to make suns? Crumpled paper covered in foil ... Think recycling. Hang from ceiling.	Draw a star. Children ask parents for different ways to draw a star. How many ways can you use gummed stars?	Find edible stars. Use star fruit for snack. Serve slices both dried and fresh. Ask for it in the grocery store.	Who are favorite movie, music or sports stars? Write a fan letter or invite a local college or high school sports star to visit.
POTATOES	Play Hot Potato. See p. 4.	Check a nature, novelty or gift store for a digital clock that operates on the energy in a real potato.	Cut a potato in half and carve a design on the cut surface. Make prints with tempera paint on stationery or gift wrap.	Play Potato Salad. Players are named potato, pickle, mayo, or celery. Called players change seats while "it" tries for one. On "Potato Salad" all change seats.	Play Mr. Potato Head, or create a potato person with chips, dip and raw vegetables, all to be eaten after judging.
TIME	Clock & Watch Prop Box – Collect old, unused watches & clocks (Clip electrical cords.) Add tools for disassembling.	Sundial – Make your own. An encyclopedia or a scouting book will show you how.	Race against time. Play games with timers and timed races, like backwards crawl or laps around the building to improve your time.	Light Year – If light travels 186,000 miles in 1 second, how many miles does it travel in 1 year?	Another timer – Put 1/4 c. fine sand or salt in a baggie. Tie shut. Poke a small hole in one end. Measure emptying time.
SNACK-A-DAY	Fruit – dried, fresh, sliced, whole, baked. Apricots, grapes, mangoes, coconut...	Nuts & Seeds – raw or roasted. Walnuts, pecans, brazil nuts, almonds, sunflower or pumpkin seeds...	Breads & rolls – Slice your own rye, pumpernickel, whole oat, sprouted...	Vegetables – raw, baked, boiled or battered. Celery, carrots, yellow squash, cucumber...	Juices – Squeeze your own or use a juicer. Orange, tomato, pineapple, carrot, celery...
OCTOBER	Fri. Oct. 2 – Birthday of Mahatma Gandhi, originator of non-violent resistance. What can you find out about him?	Fri. Oct. 9 – Leif Ericson Day. A Norse explorer, he visited North America 500 yrs. before Columbus. Make a model of a Viking boat.	Thurs. Oct. 15 – National Poetry Day. Birthday of the Roman poet Vergil. Write a poem or at least read one.	Sat. Oct. 24 – United Nations Day. Plan a project for UNICEF.	Sun. Oct. 25 – Picasso's birthday. Set up an easel and some bright-colored paints, or make a collage. (He invented them!)

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SAC Curriculum as a Buffet

by Betsy Korhnak

While preparing a school-age care presentation for public school administrators, I tried to think of an analogy that would explain how the curriculum differs from a more structured elementary program.

During the day in the educational system, children are fed from the basic food groups. (Reading, math, science, social studies, etc.) Great care is taken to assure that a child's diet is nutritionally balanced. The teacher's role is to prepare the meal and put proper amounts of food on plates for the children to consume. Care is taken to assure a nutritional level so each child can grow strong.

... too many programs are like leftovers. Staff open the closet when the children arrive to find out what is left over for the children to do.

The school-age care program is more like a buffet. The teacher's role is to consider her invited guests and prepare a meal (activities) prior to their arrival. New recipes are often tested prior to the meal itself. Food is selected for taste, color, eye appeal and variety. While some dishes are tried and true and enjoyed by all, there are always a few unique or unusual teasers. The role of the teachers is not to feed the guests, but to enjoy their company as they choose their own meal. Some guests may hesitate to taste a new dish, but most will try something new after filling up on their favorites.

In a school-age care program, staff need time to plan a variety of activities, some old favorites and some new and unique. (In addition to Monopoly, Clue, Barbies and kick ball, the curriculum can include painting, collections, crafts, gardening, photography, etc.) While many children will still "fill up" on their favorites, they will taste new life experiences and perhaps identify a newfound hobby or skill. The teacher/staff move about the program taking note of children's reactions and enjoying the "discovery process".

Unfortunately, too many programs are like leftovers. Staff open the closet when the children arrive to find out what is left over for the children to do. Little time is spent on preparation. Staff spend time redirecting bored children instead of sharing time in an enjoyable way. Instead of excitement and anticipation of something new and fresh, there is only the stale and mundane.

Moral: Children, like most of us, would rather enjoy a buffet than eat leftovers.

Betsy Korhnak is on the Ad Hoc Committee on School-Age Child Care and Director of The Child Care Resource Center of Lorain County, Ohio

A SAC Trip to Mexico

by Peter Robins

Twenty-one children ages 9-to-12 from Spare Time Fun Centre (a non-profit day care for 5-to-12 year olds in Vancouver, Canada) went to Mexico for 12 days last August. The following is staff member Peter Robins' account of their experience.

One can't walk into a Mexican 7-11 and buy a snap bracelet. There is sidewalk salsa for sale but no Slurpee stores.

Braided bracelets are a peso-a-dozen but snap ones are a fad of future free enterprise. And that's why Spare Time Fun Centre children had to show Puerto Vallarta children what to do with their gifts.

It was a "dreams can come true" adventure. An adventure that any day care could undertake with a few "dreamers," some fund raising and passports. Taking bracelets is optional.

An adventure that any day care could undertake with a few "dreamers," some fund raising and passports.

Spare Time coordinator Barbara Fuentes, who had been to Mexico and knew what would intrigue locals, snapped on bracelets for the first few days in order to teach the Spare Time kids the nuances of giving. Our kids went on to give out the remaining bracelets.

The Mexican children responded with gracious receiving. They trusted a stranger's approach, smiled, opened their eyes wide and waited for an offer.

And so it went. Lessons in giving and receiving. Lessons that knew no language barriers.

There were other things to learn as well:

How to body surf the ocean waves, snorkle in order to see some amazing fish, and how to reel in a toro (bull fish) the size of a healthy salmon.

How to haggle for bargains in the marketplace.

How to ride a horse along a jungle trail and how to "swoosh" the waterfall during the swim at the end of the trail.

All this in between pool hopping, fiesta parties and strolling the back streets to see differences (some houses that were little more than wood shacks spaced along jungle ridges) and similarities (girls at one shack were playing with Barbies).

It was a full adventure. Right to the end. An hour before leaving all the kids went for a final neighborhood goodbye with gifts. We returned to the villa empty-handed and with a dozen empty hands trailing a block behind.

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continued from previous page

I sat down and the Mexican children sat around me in a semi-circle. It was the final lesson in giving and receiving. I pointed and gave the English word. They chorused the Spanish equivalent.

It started simply and ended giggly. It was the best gift received that day. And then the airport bus arrived.

A Spare Time child put his souvenir straw hat on a Mexican's head and we were gone.

Lessons for a lifetime. Lessons that could be part of your day care if you dare to dream.

Spare Time children and staff collected and designed the International Cook Book *of recipes from different countries that the kids like to make and eat. This was one of their fundraisers. The book is available for $10 from: Spare Time Fun Centre, c/o David Lloyd George School, 8370 Cartier St., Vancouver BC V6P 4T8, Canada.*

Corporate Giants Plan National Day-Care Network

With $20-30 million already pledged for a national day-care network for employees' children and elderly relatives, this project will change forever how child care is viewed by the public and the business community.

Child care will join the mainstream along side health and retirement benefits and other workplace issues.

The plight of the child care field regarding availability, affordability and quality will get more attention and credibility now that it is front and center on the desk of the major CEO's in America.

It will establish the words day-care and dependent care as being related to not just child care but also to elderly care.

What's Planned

The American Business Collaboration for Quality Dependent Care has been quietly in the developing stage for over a year. It is a major event for child care as it draws together a core of 12 of the largest American businesses to expand or construct child care and other dependent care facilities in as many as 60 communities.

The collaboration has targeted some 200 other companies to join in the partnership. Of these, 40-60 have signed letters of intent.

Each company will decide its own level of participation. There will be no maximum or minimum contributions. One company representative called it a "corporate American Peace Corps."

The Players

The Boston-based Work/Family Directions known for its corporate resource and referral work will oversee the project.

The idea was conceived by IBM which then drew into the collaboration: American Express; AT&T; Exxon; Eastman Kodak; Xerox; Johnson & Johnson; Amoco; NationsBank; Motorola; Allstate of Sears, Roebuck & Co.; and Travelers.

Sites

Major cities will be involved such as L.A., Chicago, Boston, San Francisco, Atlanta, Dallas, Seattle and Denver. American Express is responsible for New York City.

Each corporation will decide which communities it will be involved with and in what way.

School-Age Role

The project is scheduled to be launched in September. A news leak in July broke the story and gave a glimpse of the important role school-age care has reached as a need of employees when it received equal mention in a quote in the Washington Post. "An official of NationsBank one of the core 12 companies said, 'Such care would include elderly care, child care, and after-school programs.'"

Both private and public day-care programs would benefit under the plan by the Collaboration which would contribute to new facilities or programs, or help expand existing ones.

Congratulations!

Two strong school-age care advocates have been added to the Board of the National Association for the Education of Young Children (NAEYC). Pat Phipps of Houston, TX was elected to serve through 1996 and M.-A. Lucas of Alexandria, VA was appointed to serve a vacated position through 1993.

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SAC, Special Needs & FDC

Training about special needs children and youth in family day care. Margaret Johnson has provided this kind of family day care and now conducts training for an R&R. She believes school-age family day care and special needs care is an often overlooked avenue for providers and now trains providers on how to work with older special needs children as well as other aspects of school-age care.

She has compiled for her R&R a booklet of local and national resources. For those interested in more information about how to compile something similar for their area contact: Margaret Johnson, Children's Resource & Referral Program, 1862 South Broadway, Ste 109, Santa Maria, CA 93454 (805) 925-7071

Kids' Self-Esteem Video Catalog

The *Guidance Club for Kids* **FREE** catalog carries almost 100 videos on helping children and youth deal with emotions, conflict, motivation, peer pressure, studying, disabilities and dysfunctional families. Each cassette is 20-30 minutes and costs $89 plus shipping. Ready Reference Press, PO Box 5249, Santa Monica CA 90409 (800) 424-5627

The Native American Collection

This retail catalog from Cherokee Publications provides choices of authentic resource materials for your program. Authenticity is an important consideration when providing multicultural experiences for school-agers. The books, cassette tapes, craft kits, etc. in this catalog give exposure to the various indigenous people and tribes who originally settled our country. Particular emphasis is on the Cherokees. There is much variety: from cooking, medicine, pottery and weaving to beadwork, basketry, games and the music and folklore derived from oral tradition. There are several series of books that would make great additions to your program's library: Native American Biographies, American Indian Tribes and Indians of America. Request catalog from: Cherokee Publications, PO Box 256, Cherokee NC 28719, (704) 488-2988.

Crafts Catalog

FREE catalog with special discounts. Contact: J&A Handy-Crafts, 165 S. Pennsylvania Ave., Lindenhurst NJ 11757 (516) 226-2400.

41 Activity Ideas

The minimum number of Activity Ideas in this issue is 41.

SAC CONFERENCES

WYOMING October 17, 1992
Developmentally Appropriate Practice in School-Age Care sponsored by Project Home Safe and Wyoming Early Childhood Association Conference, Casper College **For brochure**: (307) 268-2229

MICHIGAN October 20, 1992
Michigan School-Age Child Care Conference Plaza Hotel, Southfield MI
Contact: Sue Javid (313) 228-3480

ALASKA October 22-24, 1992
Anchorage AEYC 1992 Conference, Anchorage AK. Speakers: Rich Scofield, Karen Miller, Steen Ebsen
Contact: Cecilia or Christie 907-696-5884

TEXAS October 24-25, 1992
Texas Association for School-Age Care 4th Annual Conference, Dallas TX
Contact: Nancy Baker (512) 450-4158

NEW HAMPSHIRE October 30, 1992
New Hampshire School-Age Child Care Coalition Conference, Manchester, NH
Contact: Cynthia Billings (603) 224-7479

WISCONSIN November 20-21, 1992
3rd Annual State SACC Conference
Oshkosh WI **Contact:** Deborah Nelson 608-257-0909

MISSOURI November 21-22, 1992
Missouri SACC Institute, Lake Ozark, MO
Contact: Harry Kujath (314) 751-0857

KENTUCKY March 12-13, 1993
KY Coalition for SACC Conference, Louisville, KY
Contact: Ruth Fitzpatrick 606-257-5083

FLORIDA March 13-13, 1993 **(New Listing)**
Florida School-Age Child Care Coalition
7th Annual Symposium for School-Age Child Care, Tampa, FL **Contact:** Jim Atkinson (407) 539-6269

GEORGIA **Date Change**
From September 1992 to March 19-21, 1993
Statewide Conference, Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

ILLINOIS March 26-27, 1993 **(New Listing)**
7th Annual Spring School-Age Child Care Staff Conference, Chicago, IL
Contact: Traci Mehay (312) 769-8008

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance
5th Annual Conference, St. Paul, MN
Contact: Catharine Cuddeback (612) 296-1436

DO WE HAVE YOUR SAC CONFERENCE DATES?

School-Age NOTES
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School-Age NOTES

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Letter to a School-Age Caregiver

by Rich Scofield

Dear Caregiver,

As a school-age care professional, you have many roles. With all the day-to-day things it is EASY to forget how important our role is and the part it plays in quality programs. Having an important and purposeful role is critical to meeting our own needs.

Ask what you did today and what your various roles were and you may have a list like this:

Searcher - In the morning searched for a lost piece of homework before school.
Repairer - Repaired the corners of a box to a board game for the 100th time.
Cleaner - Cleaned up applesauce from carpet after snack.
Undertaker - Dealt with the dead hamster.
Plumber - Unstopped a toilet.
Explainer - Explained to your director why there were wads of toilet paper clinging to the ceiling in the boys' bathroom.

It is *you* that makes a difference because it is *how* a program is done, not how much equipment there is nor how many activities get completed each day, that is important.

Yes, isn't school-age care just FASCINATING WORK.

School-age care is important. People entrust to us that which means the very most to them. It is a lot of responsibility and it is an important job.

- Soothing a hurt ego.
- Tending a bruised arm.
- Guiding two bickering children to resolving their conflict by themselves
- Listening to both children and parents
- Bridging home and school.
- Planning an activity and seeing it come off successfully or better yet seeing a child plan and carry out a successful project.

You are the expert because you are working with school-agers on a daily basis even if you feel at times like your job, your role is trivial.

The key to a quality school-age program is you. The on-site caregiver who has the daily responsibility and challenge of creating a program that:

- is exciting and fun yet safe
- fosters independence but is nurturing
- promotes responsibility without being over structured
- develops a sense of purpose but also tempers school-agers seriousness by developing their sense of humor
- and finally a program that allows flexibility and freedom of choice within a secure setting

You are the professional who conceptualizes and meets the developmental needs of the school-ager in an after school setting or a summer program.

You are the adult who works directly with the children and youth. It is you who interprets the needs of the children and then plans the program based on those needs. It is you who implements the day-to-day activities and operation that makes for a successful program.

It is **you** that makes a difference because it is **how** a program is done, not how much equipment there is nor how many activities get completed each day, that is important.

You should be able to say that you know you do a good job caring for those school-agers. You may not always get your lesson plans done; you may not always conduct a great staff meeting, the summer bulletin board may see Halloween before it gets changed; BUT you know you do a good job with the children. You provide them with successful experiences that build their self-esteem and you allow them to grow at their own pace.

I hope that when you are in your program and you think about all the roles you have that you are left with a smile of pride.

From A Secret Admirer

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Let's Drop the "Child"

by Rich Scofield

I believe to be inclusive of all groups interested in school-age care for children and youth that our professional field needs to drop the "child" out of school-age child care and make it school-age care.

A "seamless" school-age professional field from kindergarten through early adolescence will protect middle school programs and other school-age youth serving programs from being cut out of funding streams.

The March 1992 issue of SAN pointed out that SACC (with "child") tends to exclude youth and recreational programs since youth (13 years and older) don't want to be associated with "child care" and neither do many recreational programs and even some departments of education. In fact, many 5th and 6th graders, technically still children, also chafe under the term "child" care.

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State	Centers w/After School	Rank	Total Child Care Centers	Rank	% of Centers w/After School	1990 State Population in Millions	Rank by Pop.
TX	4,510	(1)	6,810	(2)	66%	17.0	(3)
CA	3,370	(2)	10,489	(1)	32%	29.8	(1)
FL	3,084	(3)	5,650	(3)	55%	13.0	(4)
OH	1,578	(4)	3,046	(6)	52%	10.8	(7)
PA	1,381	(5)	3,087	(5)	45%	11.9	(5)
NC	1,304	(6)	3,188	(4)	41%	6.6	(10)
MI	1,287	(7)	2,691	(8)	48%	9.3	(8)
TN	1,129	(8)	2,489	(9)	45%	4.8	(17)
GA	1,128	(9)	1,831	(16)	61%	6.5	(11)
NJ	1,095	(10)	2,150	(12)	51%	7.7	(9)
IL	988	(11)	2,341	(10)	42%	11.4	(6)
WI	984	(12)	2,150	(13)	46%	4.9	(16)
LA	955	(13)	1,933	(15)	49%	4.2	(21)
MO	915	(14)	2,163	(11)	42%	5.1	(15)
KY	910	(15)	1,475	(20)	62%	3.6	(23)
WA	898	(16)	1,652	(18)	49%	4.8	(18)
MA	770	(17)	1,948	(14)	40%	6.0	(13)
VA	729	(18)	1,216	(27)	60%	6.2	(12)
NY	698	(19)	2,919	(7)	24%	18.0	(2)
SC	672	(20)	1,821	(17)	37%	3.5	(25)
AZ	657	(21)	1,125	(29)	58%	3.6	(24)
MD	639	(22)	1,517	(19)	42%	4.7	(19)
AL	598	(23)	1,159	(28)	52%	4.0	(22)
OK	554	(24)	1,348	(23)	41%	3.1	(28)
CO	544	(25)	1,025	(31)	53%	3.3	(26)
OR	497	(26)	890	(32)	56%	2.8	(29)
MS	471	(27)	1,261	(26)	37%	2.5	(31)
CT	464	(28)	1,445	(21)	32%	3.2	(27)
IA	451	(29)	1,302	(25)	35%	2.7	(30)
MN	406	(30)	1,351	(22)	30%	4.3	(20)
AR	389	(31)	1,312	(20)	30%	2.3	(33)
IN	371	(32)	826	(34)	45%	5.5	(14)
NE	349	(33)	880	(33)	40%	1.5	(36)
NH	343	(34)	1,098	(41)	31%	1.1	(41)
KS	249	(35)	652	(37)	38%	2.4	(32)
NV	221	(36)	746	(35)	30%	1.2	(39)
UT	206	(37)	314	(46)	66%	1.7	(35)
NM	178	(38)	485	(40)	37%	1.5	(37)
HI	168	(39)	363	(44)	46%	1.1	(40)
VT	160	(40)	334	(45)	48%	.5	(48)
WV	155	(41)	278	(48)	58%	1.8	(34)
MT	153	(42)	473	(41)	32%	.8	(44)
ID	134	(43)	380	(42)	35%	1.0	(42)
RI	126	(44)	257	(49)	49%	1.0	(43)
WY	119	(45)	414	(42)	29%	.4	(50)
ME	115	(46)	288	(47)	40%	1.2	(38)
AK	113	(47)	515	(39)	47%	.5	(49)
DE	112	(48)	691	(36)	16%	.6	(46)
SD	84	(49)	145	(50)	58%	.7	(45)
ND	54	(50)	646	(38)	8%	.6	(47)
Total	**37,557**		**84,950**		**44%**	**249.6**	

44% of All Child Care Centers Have SAC — Maybe

by Rich Scofield

As reported in the September issue of SAN, a comprehensive study of school-age programs across the U.S. is due out in early 1993. Those results cannot be released yet; however, an examination of the Wilson Marketing Group's compilation of child care centers and those serving school-agers shows some surprising data.

Wilson's list of centers and SAC programs has been researched and annually updated over the past decade. Mike Wilson, President of the Group, estimates that 72,000 centers come from licensing lists and the rest from other sources.

Wilson's listing of 37,557 school-age programs is a minimum number starting place to answer the question regarding how many SAC programs. That figure represents 44% of the 84,950 centers on file.

It is a minimum number because states have different requirements for registration and/or licensing. Many school-age programs run by both private public schools are exempt and not on any lists. This is most obvious in New York state which is 19th in number of school-age programs but 2nd in state population and in which registration of programs has only recently become mandatory.

On the other hand, all of those 37,557 programs do have SAC, right? Not necessarily. It may be an overestimation. They may be licensed to serve through age 7, 10 or 12 but only serve preschool or maybe it's just a few kindergartners and first graders.

The chart on this page shows a state-by-state break down. Remember (AL) is Alabama, but Alaska is (AK), so Arkansas is (AR), and Arizona is (AZ). (MI) is Michigan while Mississippi is (MS) and Missouri (MO).

Texas is third in state population, yet first in number of school-age programs, 4,510 and first in the percentage of total centers that serve school-agers, 66%.

Most striking is that New York, second in population, is 19th in number of SAC programs. And on top of that only 23% of centers serve school-agers. That percent

(continued on page 6)

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Weaving A Tapestry Of Diversity In Our Programs

by Laura Mason Zeisler

Multicultural/diversity education has a place within school-age care. It is a philosophy and approach rather then just a series of activities. When setting up the program environments and creating materials and curricula this philosophy will be integrated regardless of which component of the program is being designed.

There are three basic elements that underlie this approach: **respect, recognizing diversity and commonality within and between different groups,** and **integration.**

Respect

Respect for self and others is a key element of any program's classroom management; it also is essential when introducing materials and activities which may be considered to reflect a culture. Analyze these resources to ensure whether they accurately and respectfully reflect this culture. Make an effort to try to get someone from that culture to give his/her opinion of these resources. An example of one issue is that some families choose not to celebrate Halloween for religious reasons. In other instances some young children are frightened by aspects of the Halloween celebration. How about spending the month of October doing projects around pretending, puppet making and creating masks? These can be done cross-culturally, and how puppets and masks are used can be explored.

Commonality/Diversity

Commonalities between cultures can be shown through a variety of themes: harvest festivals, friendship, games (e.g. hopscotch and jacks), and foods (breads, pasta, rice and pancakes). *Globalchild* by Maureen Cech is a terrific resource for this. It also is important to let children know of the diversity within any culture. For example, there is a great diversity within the Jewish community. How families and individuals choose to observe rituals, prayer and celebrations may be some areas of difference. That is why it is important to learn specifically about the cultures in your program and area, and how the individuals choose to connect with their culture.

Integrate

It is crucial to stress the last element: INTEGRATE, INTEGRATE, INTEGRATE. For example, rather than isolating Native American culture at Thanksgiving, integrate different games, art projects, cooking projects and other activities throughout the year. Be sure to identify which tribe or nation, and region the particular Native American culture represents. Particularly check activities around Native American cultures because there are so many inaccurate resources and pieces of information.

Recommended Resources:

- *Cultural Awareness for Children.* See p. 4
- *Globalchild: Multicultural Resources for Young Children.* See p. 4
- Ett ger, Phyllis et al. *Children's Keepsake Calendar: Multicultural and Traditional Activities for Adults and Children to Share.* 1989 Available through Redleaf Press (800) 423-8309
- Tiedt, Pamela L. and Iris M. Tiedt. *Multicultural Teaching: A Handbook of Activities, Information, and Resources: Third Edition.* Boston: Allyn and Bacon, 1990.

Laura Mason Zeisler is a child care and diversity education consultant with Exploration Unlimited, 771 Plainfield, N. Scituate, RI 02857; 401-647-5502.

Young Children Magazine Tackles Native American Diversity Issues

The September 1992 issue of *Young Children* (Volume 47, Number 6) has a series titled "Considering Curriculum: Native Americans?" This selection of four articles explores the myths surrounding Columbus and the Quincentenary, views our programs from the Native American perspective, and asks questions regarding and gives specific answers addressing how to make our programs less culturally assaultive. EXAMPLE:

Avoid "dressing children in feathered headbands and making toy tomahawks for them at Halloween."

Avoid "bedecking our classrooms and corridors with cardboard caricatures of Indian children wearing fringed outfits and chasing turkeys at Thanksgiving — the fact that school supply distributors sell them doesn't mean that we have to buy them."

Single copies of *Young Children* are $5.00 each. Write NAEYC, 1834 Connecticut Avenue NW, Washington DC 20009-5786.

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Pretending: Creativity and Alternatives to Halloween

by Laura Mason Zeisler

For many, October is the time to celebrate Halloween. This is not true for those who view it as a pagan holiday and do not wish their children exposed to it. But it is still possible to tap children's creativity and needs to pretend.

Make October a month for pretending: puppets, masks, theater productions, and face make-up.

Some activities include:

- papier-mache masks
- paper plate masks decorated with concentric yarn patterns based on African examples
- paper bag puppets and masks
- tongue depressor puppets
- mask kits
- carnival style masks attached to a tongue depressor or beverage stirrer (Carribean influence)
- face make-up to paint a variety of designs from Pierrot the mime, a cat, or hearts and rainbows to designs reflective of different cultures such as those of Southeast Nuba of Africa, Chinese opera, Kabuki-style theater of Japan or the Huichol Native Americans of southwestern Mexico
- cardboard box mask
- balloon papier mache masks
- painted face with a surrounding cardboard to enhance face design
- puppet faces on the children's hands using face make-up.

Masks and face painting traditionally and in modern times have been used for religious ceremonies, life cycle rituals, and theater, as well as to frighten people or for protection, both physically and symbolically. Some masks and face painting are realistic; some are abstract. Children can copy designs provided by the adult, or can create their own.

From their creations, children can do pretending in a loose or more formal structure. The process of creating is as important as the use of the finished product.

These avenues for pretending are one way of celebrating diversity and making the connection between cultures. This article only skims the surface in terms of ideas and resources available. Here are a few selected resources. Try your local library or bookstore:

Masks Around the World: and How to Make Them by Shaaron Cosner
Making Masks by Frank and Jaffe
Painting Faces by Suzanne Haldane
Masks by Lyndie Wright

Available from School-Age NOTES:

Roots & Wings by Stacey York — A practical guide for implementing multicultural education in your program. $22.95 ($20.95 for subscribers) Add $3.50 S&H

Globalchild: Multicultural Resources for Young Children — 400 ideas for creating multicultural experiences by using art, food, clothing, dance and music. $19.95 ($17.95 for subscribers) Add $3.50 S&H

Cultural Awareness for Children — Simple yet exciting activities written from practical experience designed to give children their first contact with the customs of other cultures. $32.95 ($27.95 for subscribers) Add $4.50 S&H

Laura Mason Zeisler is a child care and diversity education consultant with Explorations Unlimited, 771 Plainfield Pike, N. Scituate RI 02857, 401-647-5502

Spatter Prints

Collect leaves to use as stencils or prepare cutout designs.

For this project you will need a cigar box, some fine screen wire, a toothbrush and some shoe polish or tempera paint. For paper, colored construction paper makes very attractive prints when white shoe polish is used for the paint. However, white paper may be used instead for prints with colored paint.

Use the cigar box for the frame. Remove the bottom of the box. Stretch a piece of fine screen wire over the box and secure the edges.

Place a leaf on the paper. Place the frame over it. Brush the paint onto the screen wire. A fine mist will fall onto the paper. When completed the area covered up by the leaf will not be spattered. Lift the leaf off carefully and let the paper dry.

Spatter prints make attractive report covers or greeting cards.

Add It Up !

This is a game for up to six players. You will need 2 dice and a pencil and paper to keep score.

Scoring is as follows. Roll snake eyes (double one) and make 25 points. Roll any double and make double the score (double 6 = 24 points). Roll any combination of numbers not containing a one on either dice and make the points shown (5 + 3 = 8). Roll any combination containing a one (except snake eyes) and lose the turn or lose all the points made previously on that turn.

When it is his turn, a player may continue to make as many rolls as he wishes until the fatal combination comes up. The trick is quitting soon enough, and not quitting too soon.

This is a game to practice addition skills. For younger children, it's adding the numbers on the two dice. For older children, it's adding up the numbers on the score sheet. Each game can be ended at 100 points to keep it simpler.

(See "Play Pig", *Big Book of Fun*, p. 143.)

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CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL DAYS	Korean Alphabet Day celebrates the day their alphabet was first written down. Play Alphabet Race (*SAN* July '92 p. 4 or *Games We Should Play in School*).	Chinese National Day in Taiwan is celebrated with banners, fairs and shows. Make banners and have a parade of banners.	Oct. 12 – El dia de la raza (The day of the race) is celebrated in Latin America. Celebrate being an American.	Oct. 12, 1492 Columbus landed in San Salvador (and later in the month in Cuba) looking for Peking, China. Have a treasure hunt with clues.	Last week in Oct. – Harambee Day is an African-American community observance. Harambe means "Let's all pull together." What can you do?
SELF AWARENESS	Make happy face or sad face pizzas on bagels or English muffins.	Make drawings of happy, sad, angry, discouraged, surprised, interested … Talk about feelings.	Make a time capsule for each child. Put in 4-5 items special to him/her – photos, poems, stories. Put the time capsules away until 1993.	Make and post a list of things that are fun to do alone.	Role play yourself at age 70. Think about the person you want to be and what you want to have accomplished.
GIVING BACK	Pick up litter around your school. How much of it can you recycle? Can you place collection boxes for recyclables?	Write Rails to Trails Conservancy, 1400 16th St NW, Washington DC 20036 about turning abandoned railroad paths into hike and bike trails.	Draw your own comic book about what kids can do to protect and improve the environment.	Design your own postage stamp about recycling. Send in your best design with a letter recommending a stamp on this topic.	Check with the Red Cross about basic first aid training courses for older school agers. Certified trainers can offer on site courses.
MY STATE	Draw a picture of the state bird and of the state flower of your state.	Learn about the history leading up to statehood. What year did your state become a state?	What Native American Indian tribes were native to your state. Where do they live now? What places still have Native American names?	Visit the state capitol or the state museum or ask the State Historical Society about state historical sites nearby.	Learn the names of five famous people from your state.
EXTRA-TERRESTRIAL	Pretend a spaceship landed with friendly aliens. Prepare a drama of how you would greet them and what you would tell them about our planet.	How many postage stamps can you find with something about space or space exploration?	What small souvenirs would you send home with your space visitors to help them remember the countries on our planet?	Native Americans welcomed the European settlers to the New World and helped them survive the first year. What happened as more settlers came?	How many solar systems are there?
BONES	Get a paper skeleton and write on it the names of all the bones.	Label yourself with the names of your bones.	Make a chart of foods that are good for building strong bones. Find out about calcium, phosphorus and Vitamin D.	Learn first aid for broken bones.	Rubber Bone. Put a cleaned, dried chicken bone in vinegar to cover. Seal jar. Let stand for 7 days. Minerals dissolve. Bone is pliable.

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... dropping "child"

(continued from page 1)

Some other reasons for dropping the "child."

-The state of Oregon has defined child for child care regulation purposes as through age 12. It used to go through age 14. So how do we serve those youth over 12 and regulate those programs? It might help if school-age care was defined as through early adolescence.

-There are funding implications. The new CCDBG money is for children "up to" age 13. The DCBG does not make this distinction. A "seamless" school-age professional field from kindergarten through early adolescence will protect middle school programs and other school-age youth serving programs from being cut out of funding streams.

-USDA food reimbursement eligibility used to go through age 15; now it is through age 12.

The National School-Age Child Care Alliance (NSACCA) is to address the issue at its mid-term Board meeting in November.

School-Age NOTES has used this term for several years and encourages our professional field to adopt this change.

"But school-age child care is on our stationery." "The word "child" is a part of our incorporated name." "Our state alliance already had its logo designed - we'd have to redesign it."

Yes, the change will create some problems. But it will only get harder to change as the term SACC (with "child") becomes more entrenched in the literature, legislation, new programs and new alliances. The increasing ground swell toward establishing middle school programs, fueled by federal grant money, will only create more confusion and divisiveness over the use of the word "child."

Our professional crossroads for changing the **name of our field has arrived. It's time to face it, change it, and move on.** The decision to drop "child" and be more inclusive to youth serving groups will affect positively our professional development avenues, range, content, and funding.

*****

EXAMPLES

Ten years ago the California School-Age Consortium recognizing the issues between child care and recreation left both child and care out so that its conference and association could deliver professional growth opportunities to both groups.

Today, the following have dropped "child" and are using school-age care: Texas Association on School-Age Care; North Carolina School-Age Care Coalition; Washington School-Age Care Alliance; Oregon School-Age Care Alliance. Conferences and trainings in Indiana, Arkansas, Tennessee, Kentucky, Texas, and Kansas have also used SAC.

Oregon not only dropped "child" but took out the "early" in "early childhood care and education." Their 10 year plan is titled Oregon Childhood Care and Education: A Comprehensive Career Development System.

... 44% SAC

(continued from page 2)

age is third lowest of all states. Only Delaware 16% and North Dakota 8% are lower.

Also surprising is California's low percentage of school-age programs – 32%. (44% is the average based on Wilson's list.) Calif. has been known for its leadership in child care and in the school-age field for 50 years. On the other hand, Calif. comes out slightly higher for number of child care centers based on population. Calif. has 11.9% of the total population of the U.S. and 12.3% of the total number of centers.

Understandably since North Carolina has the highest percentage of women in the workforce it is fourth in number of centers, sixth in SAC while 10th in population.

Tennessee ranked 17th in population but 8th in SAC programs and 9th in total centers. Indiana was 14th in population but 32nd in SAC programs and 34th in total centers.

Why all the discrepancies? There are a combination of factors; the most obvious was already mentioned. The varying ways states require programs to be registered and/or licensed mean there are many uncounted SAC programs.

Another consideration is the adult-child minimum ratio which can influence the finances of a program. This can vary from 1:10 in New York state to 1:26 in Texas. This could help explain why New York with the best ratio has the 3rd lowest percentage of SAC programs while Texas with the worst ratio in the country has the highest percentage of SAC programs. From these statistics one might develop a tidy theory about ratios and number of SAC programs.

But ratios aren't always a predictor. Connecticut (CT) based on ratios should have a low number of SAC programs and total centers. Yet, with the most stringent school-age ratio (1:10), it is ranked 28th in school-age programs which almost matches its ranking of 27th in population. It does even better in total centers by ranking 21st.

Another factor which could help explain the SAC 66% statistic in Texas and in Utah is the high percentage of school-age children of the total state population. The national average of persons aged 5-17 years old is 18.2%. In Texas it's 20.2% and Utah 26.5%.

But that doesn't explain why Florida with only 15.5% school-agers has a high SAC rate of 55% of total child care centers.

Obviously there are no easy explanations for the discrepancies. Hopefully a clearer picture will emerge when the national study is released.

F.Y.I.

• Infant/toddler programs came out about the same as school-age, 36,586 or 43% of total centers. This may be a less distorted count than the school-age one since the exemptions from registration/licensing for public and private schools would not affect this count.

• The Wilson Marketing Group rents mailing lists of early childhood programs. Lists such as the after school one rent for approximately $62 per thousand with a $250 minimum order. Call (800) 445-2089 for more information.

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What's So Great About Your Program?

Let the experts you know tell everyone.

Jane Lee of Burlington, NC is coordinating an opportunity for the children and youth in your program (the real SAC experts) to "tell the world" about your program. NSACCA (National School-Age Child Care Alliance) wants to hear from kids in SAC programs across the nation.

"We want to know what THEY like about their SAC programs," Lee said. Statements from the students in various SAC programs will be featured on dining tables at the National Conference in St. Paul, MN, April 29-May 1, 1993.

Statements will be written by the students on a large placecard in the shape of their particular state. The cards will be sent to the programs willing to participate in time for students to complete and return them.

Lee is asking for at least two volunteers from each of our 50 states and the District of Columbia to have 10 of the students in their program complete the statement: **"I like my after school program because..."**

[Hey, all you SAC programs on military bases overseas what about convincing Jane to also do the countries where you are stationed?]

Right now the thing to do is let Jane Lee know you are willing to have your kids do this. Send your name, program name and address to: Jane O. Lee, Director, School-Age Care, Front St. United Methodist Church, PO Box 2597, Burlington, NC 27216-2597 **by OCTOBER 31st.**

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

NSACCA Conference April 29-May 1, 1993 St. Paul, MN

nsacca '93 Collaboration = quality nsacca '93 Collaboration = quality nsacca '93

☆ diversity in conference opportunities

- 60 concurrent sessions
- networking: over 800 SACCA members expected from Canada and U.S.A.
- a variety of national exhibitors
- presentations for all professional levels
- unique multi-cultural workshops
- roundtable/panel discussions
- Fun! Food! Friends!

☆ diversity in conference special events

- national public policy forum
- tours reflecting a variety of model, innovative, collaborative SACC programs
- "Circle of Organizations"/one-on-one resource dialogue and reception
- keynotes: **Sam Sava**, Executive Director, National Assocation of Elementary School Principals

  Aletha Wright, Assistant Director, Division of Economic Assistance Office of Family Development, New Jersey
- luncheon speaker **Joe Ferguson**, Professional Storyteller, North Carolina
- NSACCA annual meeting
- silent auction and reception

☆ diversity of Twin Cities entertainment

- 90 repertory and dinner theatres featuring comedy and experimental theatre including the world famous Guthrie and Ordway theatres
- on the Mississippi River: scenic walking paths and evening entertainment at Riverplace and the new exciting Mississippi Live
- the St. Paul World Theatre, home of Garrison Keilor's American Public Radio Company
- many urban shopping adventures: Grand Avenue in St. Paul, the Mall of America, Nicollet Mall, Galtier Plaza
- A wide variety of unique ethnic restaurants

☆ conference dates: April 29-May 1, 1993
St. Paul, Minnesota

more information to follow this winter

for general information contact:

Catharine Cuddeback
NSACCA Conference Committee
Minnesota Dept. of Education
550 Cedar Street
St. Paul, MN 55101
612-296-1436

Design Credits: Diane Friebe, Elaine Boyd

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Hurricane Andrew Child Care Relief

A newly established trust fund on behalf of child care facilities put out of operation by Hurricane Andrew will assist programs get on their feet again. Over 30 child care centers, and many more family child care homes, were destroyed or severely damaged by the hurricane. Many more child care facilities suffered substantial damage to supplies, food and equipment.

The Florida Children's Forum, in conjunction with the National Association of Child Care Resource and Referral Agencies (NACCRRA), the Dade County Association for the Education of Young Children and the National Association for the Education of Young Children (NAEYC) has set up the Forum Trust Fund.

First priority will be given to assisting centers that provide some care to children from low-income families, but efforts will be made to assist all facilities. Currently, there are 8-10 emergency child care centers open, but there is a great need for staff, equipment, and supplies.

YOUR HELP IS NEEDED: For every dollar donated, matching funds will be solicited from corporations. They are asking any grandparent whose grandchildren have benefitted from child care to contribute at least $10.00. Each child care center across the nation as well as Florida is asked to make a $100.00 donation. Please make checks payable to the Florida Children's Forum Hurricane Andrew Child Care Fund, 1282 Paul Russell Road, Tallahassee, Florida 32308.

For more information, contact Susan Muenchow, Florida Children's Forum, at 904-656-2272.

YOUR HELP IS NEEDED TODAY!

Ghostwriter Helps Literacy via SAC Programs

The *Ghostwriter* TV series starting in October on your local education stations aims to help 7-10 year olds improve read ing and writing skills by having fun solving mysteries through codes, puzzles and secret written messages.

Millions of free related magazines and activity guides will be distributed to targeted elementary classrooms and after school programs.

If your program has not been contacted as one of the targeted programs, call your local PBS station for free copies of the *Ghostwriter* materials.

SAC CONFERENCES

ALASKA October 22-24, 1992
Anchorage AEYC 1992 Conference, Anchorage AK
Speakers: Rich Scofield, Karen Miller, Steen Ebsen
Contact: Cecilia or Christie 907-696-5884

TEXAS October 23-24, 1992
Texas Association for School-Age Care
4th Annual Conference, Ft. Worth, TX
Contact: (817) 926-9381

NEW HAMPSHIRE October 30, 1992
New Hampshire School-Age Child Care Coalition
Conference, Manchester, NH
Contact: Cynthia Billings (603) 224-7479

CONNECTICUT Nov. 18, 1992 **(New Listing)**
Wednesday Evening 7-9pm , SAC: Creating Programs that Work Seminar by Rich Scofield sponsored by Mid-Fairfield Co. Child Care Council
Contact: CJ Lesser (203) 324-1010

WISCONSIN November 20-21, 1992
3rd Annual State SACC Conference, Oshkosh WI
Contact: Deborah Nelson 608-257-0909

MISSOURI November 21-22, 1992
Missouri SACC Institute, Lake Ozark, MO
Contact: Harry Kujath (314) 751-0857

KENTUCKY March 12-13, 1993
KY Coalition for SACC Conference, Louisville, KY
Contact: Ruth Fitzpatrick 606-257-5083

NEW JERSEY March 12-13, 1993 **(New Listing)**
Annual NJ SACC Conference
Merv Griffin's Resorts Hotel and Casino
Atlantic City NJ
Contact: Joanne Cleffi-Miller (201) 328-0881

FLORIDA March 12-13, 1993
Florida School-Age Child Care Coalition
7th Annual Symposium for School-Age Child Care
Tampa, FL **Contact:** Jim Atkinson (407) 539-6269

GEORGIA March 19-21, 1993
Statewide Conference, Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

ILLINOIS March 26-27, 1993
7th Annual Spring School-Age Child Care Staff Conference, Chicago, IL
Contact: Traci Mehay (312) 769-8008

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance
5th Annual Conference, St. Paul, MN
Contact: Catharine Cuddeback (612) 296-1436

DO WE HAVE YOUR SAC CONFERENCE DATES?

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ISSN0278-3126 © 1992 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Child-Initiated Programming

by Rich Scofield

This article is derived from the October-November 1980 issue of the ERIC/EECE Newsletter which is titled "School-Agers Thrive in Programs They Plan." It is based on an article by Meg Barden Cline from a presentation at a school-age care conference at Wheelock College in 1979.

"School-Agers Thrive in Programs They Plan"

Child-initiated programming is a buzz word whose meaning is not always put into context. Choice along with a rich environment of materials and play props are its foundation. And this was evident in the after school program directed by Meg Barden Cline in Amherst, MA in the 1970's.

The program's operating principle was: children chose their own activities at their own pace, and adults were available for help or counsel when needed.

The program's operating principle was: children chose their own activities at their own pace, and adults were available for help or counsel when needed.

Cline noticed three spontaneous activities that were chosen by the children and youth everyday. She felt these must be essential to children because they were constantly included. The good news for program planners is that these three activities were rarely planned and cost virtually nothing.

The first was dramatic play, which enabled children to act out their feelings about life at home and in school. Play areas for this type of activity can range from refrigerator boxes and portable dividers to permanent play houses and loft structures. Dress-up clothes, shoes and props encourage this play.

The second activity was serious adult-child conversations. Cline noted that the conversations were "explicitly initiated by the children" especially the older ones. The children and youth were anxious to discuss personal and school problems as well as share parts of their lives. Good ratios allow staff to focus on individual children or small groups for these interactions.

The third activity spontaneously sought each day was free interaction among the entire group. Older, younger, and differently-abled all worked and played together. Self-esteem, compassion, sensitivity, and sense of purpose all rise when children and youth help each other.

Cline felt the success of the program was due to the focus on what was relevant and meaningful to the children and youth. The program was dealt with their reality and provided three key elements: "adults to whom children can talk, stimulating and interesting activities, and space and materials which can be used without undue adult restriction."

Meg Barden Cline commented, **"Given a safe, not too sterile environment and an adult nearby, most school-agers spontaneously plan a good after-school program."**

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INSIDE

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SACCProject Investigates SAC Career Preparation

The School-Age Child Care Project (SACCProject) at the Wellesley College Center for Research on Women has received a one-year $160,000 grant from DeWitt Wallace-Reader's Digest Fund to conduct a study titled "Investigating Career Preparation in School-Age Care." The intent of the project is two-fold: (a) To determine the need and demand for comprehensive college level preparation in school-age care; and (b) To develop an interdisciplinary curriculum which will educate individuals in providing before- and after school care for youngsters 5 years of age and older.

If you have any information on education and training innovations in the SAC field, please contact Michelle Seligson or Caryl Goodman at the SACCProject, Center for Research on Women, Wellesley College, Wellesley, MA 02181 (617) 283-2547.

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Dependent Care Dollars Saved

story on page 6

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Beyond Macaroni Necklaces

by Marsha Faryniarz and Shelley Henson

The Greater Burlington YMCA in Vermont has been running an after-school program (Live Y'ers) for approximately eight years. In that time our number of sites (14) and the number of children we serve (550) have grown. By the way, so have our children.

Programming to Meet Developmental Needs

Every year we see more and more older school-age children enrolling in our Live Y'er's program. At our program we define the older school-agers as those in 3rd, 4th and 5th grade. Many of these children enroll solely because their parents want them to remain in child care despite their protests of being old enough to stay home. The challenge for us in recent years has been to program in a way that meets the ever-changing developmental needs of these children and become creative enough in other endeavors so that these children would rather come to our program than stay home and play Nintendo.

Older school-agers are very clear when it comes to telling you what they won't do. Finding out what they want to and will do is another story. It requires a lot of effort and initiative on the part of the caregiver. These are children who have been in school-age care for 3-5 years already. They've made the macaroni necklaces and the popsicle stick boxes. Their attention span is a lot longer now and they need more meaningful endeavors.

After spending some time getting to know your older school-agers, you can begin to set up a program that these kids can sink their teeth into.

Some children require high energy activities, some need social challenges, some need mental or creative challenges and some just need to be left alone. Putting the effort into getting to know the children and their likes and dislikes will pay off in the long-term with busy, happy children.

The Adult is the Facilitator

The program director is really only a facilitator for this group. They are needed to keep the group on task and facilitate solving problems or issues. The older children are very capable of programming for themselves and need you to facilitate the "details" such as money, transportation and time.

The director's role is also to smooth some social interactions by helping to set ground rules with very specific consequences. The rules can be added to and embellished by the children as they see fit. At one of our sites the older school-agers' club made a "Bill of Rights". This included articles such as: "Everyone has a right to be in the club" and "Everyone has a right to speak their mind".

The program director is really only a facilitator for this group.

Children's Advisory Group

With 14 various sites we have found it very helpful to establish a network of older school-agers that meets 3 times per year to discuss issues pertinent to this age group as they relate to the program. This older school-ager advisory group is made of one or two representatives from each site. These children meet to discuss their likes, dislikes and ideas for how to improve our older school-ager program. The staff "advisor" who leads this group reports to each individual site director at the next staff meeting. All information, good and bad, is shared. Having network meetings definitely empowers the children and lets them know that this is *their* program and we want it to meet *their* needs.

Typically in these meetings the children let us know what supplies, equipment and field trips they would like to see available to them. The older school-age children advisor is responsible for sharing this information and procuring grant monies to enable some of these things to happen. This year we received $6,500 through a state grant that was earmarked solely for older school-age children. We went right to these children to get ideas on how to spend it. We have purchased baseball gloves, science equipment, croquet sets, goal nets, a video camera and more.

Clubs

One thing that has been very effective for our older school-age children program is the establishment of clubs at each site that are solely made up of older school-agers. Each club is vastly different at each site as there is a wide variety among the children. Some clubs meet daily and others meet once every two weeks.

The advisor for these clubs, who is the counselor at the site, again acts as a facilitator. If the club decides they want

(continued on page 7)

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Office Manager:	Mary-Helen Marigza
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Artist:	A. Michie Shaw

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Friendly Classroom Skills for Students and Teachers

The Children's Creative Response To Conflict program was established in 1972 by the New York Quaker Project on Community Conflict. As a result of years of nonviolence training, the staff realized that the seeds of violence are often planted in children at an early age. CCRC activities allow participants to have fun while developing skills in one or more of the program's four central themes: *Cooperation, Communication, Affirmation* and *Conflict Resolution.*

CCRC's goal in working on conflict is not to abolish it but to enable children to deal with it creatively.

CCRC's goal in working on conflict is not to abolish it but to enable children to deal with it creatively.

Cooperation: In our competitive society, cooperative activities are not the norm. Children practice working together towards a common goal through activities such as *Story Telling, Cooperative Drawing, Puzzle Making, Community Music Making,* and *Cooperative Spelling.*

Communication: Conflict often escalates when there is a lack of communication. Listening, observing, and speaking skills are enhanced by activities such as *Telegraph, Direction Following, Paraphrasing, Fishbowl Observation, Rumor,* and *The Enquiring Reporter.*

Affirmation: If children do not feel positive about themselves, it is difficult for them to feel positive about others. Everyone's feelings and ideas are valued in activities such as *The Affirmation Notebook, Interviewing, Pantomiming,* and *Affirmation Gift Giving.*

Conflict Resolution: There are many "win-win" opportunities within most conflicts; we need to develop skills in finding them. Participants can practice initiating original ideas for resolving problems in role playing activities, puppetry, *Quick Decision-Making, Hassle Line,* and other activities.

As CCRC has worked with groups around these four central themes, approaches to addressing specific skills and more advanced concepts have evolved, including:

Mediation: Children and adults can learn to facilitate the resolution of problems amongst their peers. This powerful approach to resolving conflicts has been effectively incorporated in many schools where children are trained to act as Peer Mediators.

Problem Solving: CCRC teaches the skills needed to solve individual or group problems can be learned and applied to a broad range of issues and needs.

Bias Awareness: As our society becomes increasingly diverse it is CCRC's goal to explore the unique and positive qualities of our various cultures. In doing so, we affirm our diversity, examine our experiences with bias, and work on effective methods of responding to bias.

The Friendly Classroom For A Small Planet is the handbook of the Children's Creative Response To Conflict Program. Its 130 pages embrace the philosophy and insights of the CCRC Program, and carry forward the four CCRC themes. Written by skilled CCRC facilitators, the book is a result of extensive experience working in classrooms and conducting workshops. The handbook offers many techniques for developing a positive atmosphere in which children can grow and discover creative alternatives for solving problems and dealing with conflict. It is primarily designed for grades K-6, but the activities can be adapted for older children. There is also a Spanish edition. *The Friendly Classroom For A Small Planet* can be ordered from School-Age NOTES at a special discount rate of $13.95 (plus shipping and handling) for our subscribers.

Goal Wish Problem Solving

One conflict resolution technique described in *The Friendly Classroom...* uses brainstorming to find nonjudgemental solutions.

Goal Wish Problem Solving formulates solutions to conflicts as a "fantasy" or "goal wish." By using "I wish" language the children can think up solutions that don't assign blame.

For example of a child continually putting down others in the group (a case where the child doesn't feel good about him/herself) a typical blame statement might be "Our group leader should make him/her stop putting others down." A goal wish solution might be "I wish that child would find something he/she is good at so they feel better about themselves."

The steps are:

1. Brainstorm and record typical problems your children face.
2. Select a problem to deal with.
3. Have person offering the problem describe it in detail so the others understand it.
4. Brainstorm "fantasy" or "goal wish" solutions and record them.
5. Have the person choose a solution from the list and identify possible obstacles to the solution and record them.
6. Have the group brainstorm and record ways to overcome the obstacles.
7. What are the consequences of each way and how would solution be implemented. This identifies appropriate and inappropriate solutions and behaviors.
8. Take turns with other problems.

The authors of *The Friendly Classroom...* feel this activity helps adults gain a fresh perspective on persistent problems in the group.

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Winter Count

Each year during the winter the Sioux tribe used to do a "winter count." They thought of all the important things that had happened since last winter and they recorded them by drawing pictures, because at that time they did not have a written language with letters and words. The pictures helped them to remember and preserve their history for the Sioux people today.

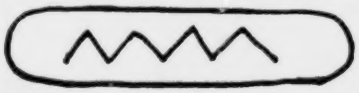
Think of the important things that happened to you during the summer, or during the previous school year, and make a series of pictures to help you remember them.

Cultural Awareness for Children, p. 48

Playing A Stick Game

You will need 3 flat sticks like popsicle sticks, a red crayon and a blue crayon.

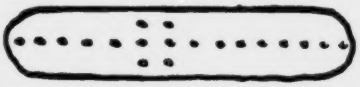
Make two sticks on one side like this



snake

Leave the other side plain.

Make the other stick blue on one side like this



man.

Leave the other side plain.

To play and score, hold all three sticks in both hands. Toss them in the air. If all the plain sides fall face up, score 4 points. Two snakes and one plain up, score 6 points. Two plain and one snake up, score 6 points. Two plain and one man up, score 2 points. Two snakes and one man up, score 2 points. One plain, one snake, one man up, score 0.

More Numbers

Crazy Eights

You will need 2-8 players and 1 deck of cards.

The dealer shuffles the cards and gives 5 to each player. He then puts 8 cards face up on the table in 2 rows of 4 each. Leftover cards will not be used. Play begins with the player to the dealer's right and moves clockwise around the circle.

On his turn a player may play a card onto the top of any of the 8 piles for which he has a match for the number or face on the card on the top of the pile. He may play only one card per turn. If he has no matching card for any of the 8 piles, he may pass up that turn, except that if he has an 8, he can play it onto any pile. The player who plays an 8 onto a pile may name that pile whatever number he chooses, and the next card played onto that pile must be of that number.

The object of the game is to be the first player to get rid of all your cards. When you play your last card, say "Crazy Eight!" You will be the winner.

Fours

You will need a set of dominoes and 3, 4 or 5 players.

This is a simpler game than regular dominoes and can accommodate younger players. Number recognition or counting is required but no math.

All the dominoes are placed face down on the table. If there are 3 players, each player may draw 9 dominoes; 4 players each draw 7; 5 players draw only 5 dominoes each. Leftover dominoes will not be used.

The player with the largest number of spots on a domino begins (12, 11, 10), and continues to play as long as she can match a number on either end of the line of dominoes. When she can no longer make a match, play moves on clockwise.

The object is to get rid of all the dominoes in your hand. The first player to do so is the winner, unless it develops that none of the players can play and all have dominoes left. In that case, players count up the spots on the dominoes they have left and the player with the fewest spots left is the winner.

How Handsome!

A Handy Turkey

Use the child's handprint or draw around the hand to make a turkey. On a handprint the beak, feet and wattle may be either drawn or pasted on. On the cutout, these parts are pasted on and the tail feathers are curled with a blade of scissors.

Hands Up

You will need tempera paint and brushes and plenty of water, soap and towels for clean-up.

Using one hand, each player will paint the other hand as a puppet. The puppet may be a person or an animal puppet. Fingers may form arms or legs or tentacles, or the hand may be painted to form a face only.

When completed, let each player introduce his/her puppet to the group before washing up.

A variation may be to create a mini-puppet on each finger. You could make a family or a whole cast of characters but a smaller brush or washable ink may be needed for this option.

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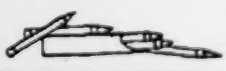
CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NATIVE AMERICANS	November is National American Indian Heritage Month. Make a Native American craft, such as straw weaving.	Play a Native American game such as the stick game (on p. 4) from the Navajo.	Listen to real Native American music on tape. Many Native American dances are just for fun. Learn one or move to the music.	Invite a story teller if possible, or read a story aloud.	Contact a local museum or Native American Assn. for resources particular to your area.
CITIZENSHIP	Help take down election campaign posters and dispose of them properly. Can any of them be recycled?	Learn how to put up and take down the flag and how to fold it properly.	World citizenship – with a newspaper and a highlighter for each team, see how many different countries you can find named in the news.	Using your list from the newspaper, locate the countries on a globe or in an atlas.	Invite a new citizen or someone trying to become one. Find out what one must do to become a citizen if not born one.
AROUND THE WORLD	Collect pictures of people and houses from as many countries as you can. Decide how to display them.	Learn to count to 10 in another language. This is Tagalog: isa, dalawa, tatlo, apat, lima, anim, siya, walo, pito, sampu. a = ah, i = ē, o = ō, u = ou.	How many flags from other countries can you recognize?	Try out a food from another country or ethnic group.	Find out how many countries or continents persons in your group come from. Find them on a map or globe.
WATER	Show how a charcoal filter works in the water purifier or in the aquarium.	Boil water and demonstrate condensation in the lid of the pot. Make a poster showing the evaporation cycle from raindrop to raindrop.	Find out where your drinking water comes from.	What is the process by which snow is formed? How is it different from that which produces sleet or frozen rain?	Experiment with fresh water and salt water. Which boils first, freezes first, is easier to float something in, makes better soapsuds?
BIRTHDAYS	Celebrate Robert Louis Stevenson's birthday by reading some of his poems.	For Mickey Mouse's birthday wear your mouse ears, draw a cartoon strip or make your own animation with flip cards.	Louis Jacques Mande Daguerre invented the daguerreotype. His day is a good day to take a photograph.	Remember Louisa May Alcott by reading from Little Women or Little Men.	Remember Auguste Rodin by making your own sculpture in ice or snow, in clay, or in soap.
CRAYONS	Draw a picture with crayons. Paint over it with a thin wash of water color. Even black will work. 	Cover the whole paper with random patches of color. Then color over all with a black crayon. Scratch a picture with a nail.	Draw a whole picture using dots instead of lines.	Stained Glass. Place crayon shavings between 2 sheets of waxed paper. Press with an iron on low heat.	Draw a picture using the sides of the crayons instead of the points.

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Dependent Care Wins, Licensing Loses and Other Washington News

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written especially for SAN readers.

The Dependent Care Block Grant (DCBG) survived the budget process again, but with a few cuts. The FY '93 appropriations bill, signed into law the first week in October, funds DCBG at $12.939 million, down from $13.175 million in FY '92. The Bush administration had proposed killing the program in its budget, saying it duplicated the Child Care & Development Block Grant (CCDBG). But Senate and House appropriations committees went ahead and tried to fund the program $13.043 million, a slight cut to fit within the budget. But when they totaled up their conference figures, they came over their allotted budget and had to cut all the non-mandatory spending by .8%. Hence, the lower figure. The program took a cut last year for the same reason, from about $13.5 million in FY '91.

CCDBG, meanwhile, fared much better. It got $892.8 million, up from $825 million last year and the president's proposal of $850 million. Conferees couldn't afford to fully fund it at $925 million, as the Senate had wanted. And in order to get within the budget limit, appropriations conferees dropped the $50 million for the Child Care Licensing & Improvement Block Grant for the second consecutive year. Since final CCDBG regs require states to spend most of the money for tuition, states aren't getting much federal aid for regulation and provider training.

The appropriated entitlement programs get their full funding, including: $2.8 billion for the Social Service Block Grant; $300 million for At-Risk Child Care; and $446 million for Job Opportunities & Basic Skills Training activities, including care for trainees and Transitional Child Care. Also, the $5 million demo program to provide care for residents of public and Indian housing was extended.

Congress also amended job training law to allow programs to spend up to 50% of their grants for support services such as child care and administration. Until now, support services were capped at 30%. But the law notes that child care can't be considered an entitlement for participants.

Where Are Fed Employees' School-agers?

What types of care arrangements do federal employees make for their school-age children?

Quite a variety, according to a survey taken by the Office of Personnel Management. The survey found that 17% of federal workers live with children ages six to 12, including 4% with younger children, also. Some used more than one care arrangement.

Of those with only school-age children, 28% reported leaving a child with their spouse or other partner, 17% with another adult relative and 7% with a friend, 20% reported leaving the child in the care of another child. Only 2% used an employer-sponsored day care center, while other centers and family day care got 12% each. 30% reported leaving children on their own (though it's not clear how many of these were in the older part of the age range).

But about 75% of the parents indicated they were satisfied with their arrangements. When asked what type of employer-provided benefit they'd most like to see to help them with school-age care, the popular responses were summer care (31%) and sick care (28%).

SACUS Votes to Change Name

Will Better Represent School-Age Field in the South — 52% of Child Care Centers in South have SAC programs

For 40 years the Southern Association on Children Under Six (SACUS) advocated for early childhood issues. Today it represents over 17,000 members in 14 southern states. In August those members voted to change the name for philosophical reasons to **The Southern Early Childhood Association** (SECA).

The "Children Under Six" part of the association's name was felt to be limiting to the scope of interests of members.

Many kindergartners are six years old for more than half of their kindergarten experience and the early childhood field has been defined as through eight years old. Both are instances of not falling within "Under Six."

In addition, the "Under Six" name cut off the school-age care field. In the 14 member states there are 31,771 child care centers; 16,588 serve school-agers (from chart in October issue page 2). Under the old name 52% of child care centers were not fully represented by the organization's name.

The annual conference will retain the name SACUS Conference for 1993. However, as in the past there will be primary grade and school-age care workshops. SACUS 44th Annual Conference is March 25-27, 1993 in Biloxi, Mississippi.

For membership information about SECA (formerly SACUS) or SACUS Conference information call 501-663-0353.

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(continued from page 2)
to be involved in a community activity, the advisor will facilitate the connection for them.

Many clubs do fundraisers if they want to do something that is beyond the budget. Older school-ager clubs have taken responsibility for creating snack menus, purchasing the food and preparing snack for the entire group.

Special trips using the van allow directors to take the older school-age children on their own field trips without the "little kids". Pizza shops, arcades, movies, fishing and visiting other sites for some intramural sport games are some of the more popular trips.

The club concept has been very successful as the older school-agers feel a sense of belonging at a time in their life when being a part of a group is so important.

Creating Special Space and Providing More Independence

It is essential that an area be created and designated for the older school-age children that they feel allows them some privacy, either as a group or individual, if needed.

One of the proudest accomplishments of our older school-age program was when a group from one site petitioned the state to let 4th and 5th graders be in an area without immediate adult supervision at all times. They felt they were being treated like "babies" and that they deserved some privacy and trust.

Due to their efforts Vermont became the first state to create a statute that allows 4th and 5th graders an exclusive privilege. The regulation states that 4th and 5th graders who have earned trust may be in adjacent space without direct adult supervision as long as they are not alone and an adult is in earshot and checks in physically every 15 minutes. *(For full details see the July/August 1990 issue of SAN.)*

The children were very proud of their accomplishment and again were empowered to have a say in their program.

This age group is ready for some responsibility and this new regulation gives us an opportunity to allow the children a chance to prove that they are old enough to be trusted.

Short of the children being in their own room, you at least need to create a space or a corner (which the older school-agers will love to design) that is exclusively for this age group.

Staff Training to Meet Different Needs

Staff training is essential to make your older group a success. Staff must be made aware of the developmental stages these kids are in and how programming for them must look very different than programming for the K, 1 & 2 kids. It takes a lot of initial work to make a program successful but it is well worth the time and energy.

The older children are very capable of programming for themselves...

In a nutshell, older school-age children need to be acknowledged as being older, need long-term, meaningful activities they can become deeply involved with over a period of time and need to be empowered to help shape their program. So, they have gone beyond the macaroni necklaces. However, they might love to make the macaroni!

Marsha Faryniarz is Director and Shelley Henson is Assistant Director of school-age programs for the YMCA of Burlington VT.

41 Activity Ideas

The minimum number of Activity Ideas in this issue is 41.

More on Older School-Agers

by Rich Scofield

Defining the Older School-Ager

It is obvious that the term older children is something that the school-age care field has not clearly defined. Caregivers usually mean the upper elementary grade children. Administrators and advocates usually mean middle school and early adolescence.

In this case older children were 3rd thru 5th grade. In the July issue we reported on one program for 10-13 year olds and another for 12-15 year olds.

Meaningful Programming

In looking at programs for older children and for early adolescents it becomes clear that in successful programs adults do not do the programming. It comes from what is relevant and meaningful for the kids. As Gwen Morgan has said about this age group, "They vote with their feet." If they don't like a program they pressure their parents to get them out of it.

Of course, quality school-age care does provide mostly self-selected activities. The difference with the older kids is that it now begins to need a purpose too. Projects that empower children and youth as described above and projects that involve contributing to community betterment as described in the July issue are examples of activities with purpose.

Limited Future

After school programs for older school-agers and for youth that are fee-based will always be small in number because of the reality of family economics. Early adolescent care too often is seen as a place to cut back on expenses.

In Fairbanks, Alaska the school-age programs don't really start filling up until the temperature starts getting life threatening.

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Square One TV Sweepstakes

Square One TV, a math series for 8-12 year olds that airs on PBS, is kicking off their new season with the *2nd Annual Square One TV Sweepstakes*. The Grand Prize is an IBM compatible color computer with printer and software; the 50 First Prizes are official *Square One TV* crew jackets; the 1000 Second Prizes are *Square One TV* waist packs; the 2000 Third Prizes are *Square One TV* solar calculators.

To enter, kids (ages 6-15) can write their name, age, address, telephone no. and response to **"Tell us one fun way you use math every day"** on a 3"x5" card or postcard and send to: Square One TV Sweepstakes, PO Box 1537, Boston, MA 02277-1537. Sweepstakes end December 31, 1992.

New Address

The Negotiation Institute, Inc. has group workshop kits for *Siblings Without Rivalry* (audio) and *How To Talk So Kids Will Listen* (audio or video). These kits include a chairperson guide and workbooks may be ordered separately. For more information contact The Negotiation Institute, Inc. at their new address: 341 Madison Avenue, 20th Floor, New York NY 10017-3705, (800) 747-8802, (212) 986-5555, FAX (212) 599-3027.

Other Conferences

March 24-27, 1993 44th Annual SACUSC ~ference of the newly named Southern Early Childhood Association (see p. 6) Biloxi, MS - Contact: (501) 663-0353

April 15-18, 1993 Midwest AEYC Annual Conference, Indianapolis, IN Contact: Dr. Heather Harder (219) 663-8282 - A school-age track is to be included.

April 22-15, 1993 Family Day Care Technical Assistance Conference sixteenth annual meeting in Atlanta, GA. Contact: Save the Children's Child Care Support Center (404) 885-1578.

May 26-29, 1993 The Canadian Child Day Care Federation will host its third national child care conference in Toronto. Contact: Canadian Child Day Care Federation (613) 729-5289.

Special Needs

"Working with Parents of Children with Special Needs - Provider Guide" by Cynthia Newman. This 31-page booklet is available for $2 from Community Coordinated Child Care, 225 Long Ave., Hillside NJ 07205. Make checks payable to: CCCC of Union County.

SAC CONFERENCES

CONNECTICUT Nov. 18, 1992
Wednesday Evening 7-9pm, SAC: Creating Programs that Work Seminar by Rich Scofield sponsored by Mid-Fairfield Co. Child Care Council
Contact: CJ Lesser (203) 324-1010

WISCONSIN Nov. 20-21, 1992
3rd Annual State SACC Conference
Oshkosh WI
Contact: Deborah Nelson 608-257-0909

MISSOURI Nov. 21-22, 1992
Missouri SACC Institute, Lake Ozark, MO
Contact: Harry Kujath (314) 751-0857

CALIFORNIA Feb. 26-27, 1993 **(New Listing)**
11th Annual CSAC Conference, Ft. Hill College
(Los Altos Hills near San Jose)
Contact: Karen Haas-Foletta (415) 753-1113

KENTUCKY March 12-13, 1993
KY Coalition for SACC Conference
Louisville, KY
Contact: Ruth Fitzpatrick 606-257-5083

NEW JERSEY March 12-13, 1993
6th Annual NJ SACC Conference
Merv Griffin's Resorts Hotel and Casino
Atlantic City NJ
Contact: Joanne Cleffi-Miller (201) 328-0881

FLORIDA March 12-13, 1993
Florida School-Age Child Care Coalition
7th Annual Symposium for School-Age Child Care, Tampa, FL **Contact:** Jim Atkinson (407) 539-6269

OHIO March 14-16, 1993 **(New Listing)**
Ohio Early Childhood Education and School-Age Child Care Conference, Columbus, OH
Contact: Rhonda Dickson (614) 262-4545

GEORGIA March 19-21, 1993
Statewide Conference, Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

ILLINOIS March 26-27, 1993
7th Annual Spring School-Age Child Care Staff Conference, Chicago, IL
Contact: Traci Mehay (312) 769-8008

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance
5th Annual Conference, St. Paul, MN
Contact: Catharine Cuddeback (612) 296-1436

DO WE HAVE YOUR SAC CONFERENCE DATES?

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Give PEACE a Chance

by Janice M. Jordan

Peace is always a relevant topic. The current popular movie "Malcolm X" ends with a message of unity and peace. December and January have celebrations which are connected with peace. One celebration associated with peace is Christmas and its theme of "Peace on Earth." Another celebration, Martin Luther King Day, is associated with peaceful change. The irony of "Give PEACE a Chance" as in the Beatles tune is that it was during this season of peace that John Lennon was killed.

Today is Sunday. The newspaper is featuring a week-long series on violence against women.

The TV Guide (keep in mind that it is sweeps month so these are the networks' best offerings) tells me I can choose from three movies tonight: "My Son Johnny" (about violence between siblings), "Wife, Mother, Murderer" and "The Legend of the Golden Gun" (title tells all).

At the end of one of the movies this message flashes on the screen: "19 million children a year in the United States commit acts of abuse and violence against their siblings." Nineteen million! "By the age of eighteen, the average child has witnessed 200,000 acts of violence, and 18,000 simulated murders on television" (p.15, *Breaking the Cycle of Violence*).

Are we hopelessly awash in a cycle of violence? Must we allow children to act out their feelings in violent ways? Is war human nature? Must we follow the tide?

Margaret Meade once said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has."

How we treat the children and youth in our care has the capacity to influence their lives today and in the future.

Often the violence that surrounds us seems so overwhelming, so omnipresent, we feel powerless to do anything about it. But in fact we are, as school-age care professionals, in a unique position to do something. It will start out quiet and small but it could someday change the world. How we treat the children and youth in our care has the capacity to influence their lives today and in the future.

I believe peace is possible. I believe the violence that now exists can be extinguished. I think doing so is a large task which can be broken down into smaller steps.

Peace, simply put, is the ability to feel a wide range of human emotions and express them in acceptable ways. Violence is not acceptable. Conflict is human. Conflict is a healthy part of life and growth. We can all learn to negotiate without violence.

Learn to Accept Feelings

With children, youth and staff members, we can learn to accept feelings. Feelings are neither good nor bad. Too many of us have old childhood voices which dance inside our heads saying things like: "It is wrong to be angry with your brother." "You should be happy about . . . " "You look so much prettier when you smile" (AARRGH).

How do we learn to accept feelings?

- Make a list of your childhood rules. You will be surprised how many there are.
- Now change the negatives to positives. Try changing "don't be angry" to "it's OK to feel angry."
- Do this for all those rules you wrote.
- Read the positive list daily.
- Now do the same for the children and youth in your care. It is vital to validate their feelings. Tell them it is alright to feel angry, sad, frustrated, grumpy, etc. Stop trying to cheer them up. Instead give them permission to feel their feelings.

One thing we can do to work against violence is to develop in ourselves first, and then in our children and youth, an ever increasing capacity to accept differences.

Think of how it feels when you are upset and someone says to you, "Oh, cheer up, it can't be that bad." How

(continued on page 2)

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Reducing Stress PAGE 6

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much better would you feel if the person gave you permission to be upset? Try hearing instead "that sounds upsetting." Wow, someone understands. And now you have some strength, some support to deal with your feelings.

Learn to Accept Differences

Violence is fed by intolerance. "The incapacity to tolerate individual or group differences and the need for one group to dominate another are direct causes of violence." (pg. 10, *Breaking the Cycle of Violence*).

One thing we can do to work against violence is to develop in ourselves first, and then in our children and youth, an ever increasing capacity to accept differences.

How can we develop this tolerance?

- By exposing ourselves to many different kinds of people, by talking and listening for those human threads that run through all of us, by displaying posters and pictures of a wide variety of people.
- Try bringing in stereotype breakers to talk with the children (women who drive earthmovers, men who are nurses, etc.)
- Look at your book supply: how many stories have people of color as strong, viable characters?
- How do you respond to children who have different clothing, hairstyles and family living situations?
- Do you offer boys and girls equal invitations to all activities? Your tolerance teaches those around you how to tolerate others.

What About Television?

How can we fight against the money-making mentality of the violence pushers?

- Organize writing campaigns among staff members, parents and children.
- Write to companies whose commercials support this kind of programming.
- Ask the children and parents to sign pledge cards to watch less and less television (some of our local schools use a program called "T.V. Busters" to encourage less television watching.)
- Make lists with the children of things they can do at home instead of watching television.
- Give up some of the time you spend in front of the tube.

What we all need to learn and practice is how to engage constructively and peacefully in conflict.

Learn to Engage Constructively and Peacefully in Conflict

Conflict is normal. Conflict is healthy. What we all need to learn and practice is how to engage constructively and peacefully in conflict.

What happens when you get mad?

- How do you handle yourself?
- What do you say?

As a school-age care worker, what can you do when kids are quarrelling?

- Try ignoring it.
- Look at the environment. Is there something you can change to resolve the problem?
- Redirect: go in and tell the children what to do and where to go.
- Offer choices so children can learn to generate ideas and seek alternatives.
- And whenever possible, when age appropriate and developmentally appropriate, teach negotiation skills.

Teach Negotiation Skills

Give PEACE a chance (credit to John Lennon). Here is how it works:

Pause - be cool, mellow, chill, relax.

Explain - each party defines the problem. All parties work out a mutual explanation of the problem. It needs to be perfectly clear that we are all working on the same thing.

Ask for solutions. This is the brainstorming part. Everybody's ideas are OK. No idea is criticized. Be silly, be funny, be serious, let the ideas flow. Have one person write down all the ideas.

Cross out the ideas which are not acceptable to ALL involved.

Establish a plan to carry out the preferred solution. Decide when to meet again (this is not always necessary) to evaluate the solution's success.

Negotiation skills can help children and adults live in a world where conflict is a tool for growth, a welcome sign of humans getting their needs met in acceptable ways — peaceful ways. Give PEACE a chance.

Janice M. Jordan is Director of the Wayzata Home Base program in Plymouth MN.

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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Editor/Publisher:	Richard T. Scofield
Office Manager:	Mary-Helen Marigza
Contributing Editors:	Jim Therrell Nancy Mahar Tracey Ballas Betsy Shelsby Kathy Hermes Marianne Torbert
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Age Differences Related to Conflict Resolution

Do five-year-olds and eight- and nine-year-olds deal differently with conflict? Definitely! It's developmental. Can both groups be taught to be more successful in their conflict resolution attempts? Yes!

Nancy Carlsson-Paige and Diane E. Levin trace the construction of how children develop an understanding of conflict and how they deal with it in "Making Peace in Violent Times: A Constructivist Approach to Conflict Resolution" in the November 1992 *Young Children.*

Five-year-olds see conflict being about something physical such as someone wanting someone else's toy.

Eight- and nine-year-olds can see conflict in increasingly abstract ways such as ascribing motive, intention, and feelings. Thus, conflicts even over physical objects often escalate to verbal battles of blame, intentions and insults. When shown a photo of two people arguing, a nine-year-old gave the authors an imaginative explanation that involved physical objects not in the photo and a story that dealt with concepts of deceit and lying.

For young school-agers define the conflict problem in concrete ways – physical object, concrete action. "You both want to play with the toy truck." "There is a problem; there is only one truck." "What can we do about this so both of you are happy?"

The ego-centric nature of the five-year-old means that if one is happy with the solution then the other will agree with it. "We can share the truck. I'll play with it now." At this point the two five-year-olds need to come up with something that the other one can do while one is playing with the truck so they can both be satisfied.

For older school-agers help them see the other person's point of view and that there may be several ways of looking at the issue.

Older school-agers can begin to see cause and effect. Help them see that what they do to others hurts either physically or emotionally. The result might be anger turned toward retaliation. They have a choice in how they respond.

Constructive conflict resolution involves: defining the problem, brainstorming possible solutions, using negotiation skills, and choosing solutions that both sides are satisfied with.

The reminder is that these methods need to be adapted according to the age of the children or youth.

The November 1992 issue of Young Children *has three articles on the subject of aggressive play – one on "making peace in violent times," another on the teacher's role in resolving conflicts, and the third is "Coping with Ninja Turtle Play." For more information about* Young Children *call 800-424-2460.*

Fostering Strong Interpersonal Skills

Listening - understanding what others are saying from their point of view
Communicating - exchanging ideas with others
Cooperating - working with others toward a common goal
Negotiating - resolving conflicts with others in a process of give and take
Sharing - including others in one's experiences and activities
Empathizing - conveying an understanding of others' feelings or needs

Fostering strong interpersonal skills is one of seven strategies explained in *Raising Self-Reliant Children in a Self-Indulgent World : Seven Building Blocks for Developing Capable Young People* by H. Stephen Glenn and Jane Nelson. It's distributed by St. Martin Press and available in paperback at bookstores.

The other six strategies are:
Developing Strong Perceptions of Personal Capabilities

Fostering Perceptions of Personal Significance

Fostering Perceptions of Personal Control over the Environment

Fostering Strong Intrapersonal Skills

Fostering Strong Systemic Skills

Fostering Strong Judgemental Skills

Creating a Peaceful Program

The new year is a time to look at changes.

The physical environment may be contributing to conflict in your program.

What physical changes can be made?

- Are there long open areas that might be literally "run" ways?
- Are there points at which children bunch up resulting in pushing and shoving such as snack distribution area; sign out boards; popular games?
- Where are the areas used for setting up blocks and other manipulatives that are played on the floor? Are they too close to pathways where they may get knocked over?
- Are there too few dividers so the room feels crowded?

How would people act in a peaceful program?

Let the children list ways that people can change their behavior. Make sure it is general, not a put down and not specific to one person.

Have each person choose one new way of behaving that they will commit to working on for a peaceful program.

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'Sno Fun without Snow?

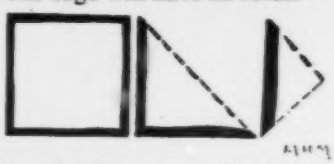
Snow activities here and on p. 5 can be used as is or with adaptation. For instance, for Fox and Geese, draw the wheel with chalk on the playground.

Fox and Geese

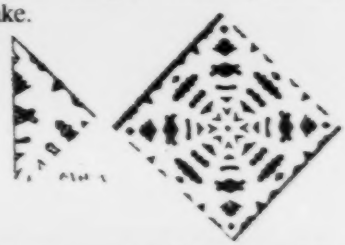
In new-fallen snow players stamp out a wheel with spokes. Make it as large as possible. To play, the Fox chases the Geese and tries to tag one. All players must stay on the paths. The center where all the spokes comes in is a safety zone, but a player can keep it only until another player comes along. When the Fox tags someone that player becomes the Fox.

Snowflakes

Start with a square piece of paper. Fold it in half diagonally to make a triangle. Fold the triangle in half to form a smaller triangle. Fold the triangle in half to form a smaller triangle. This triangle will have two folded edges but one edge will have no folds.



Cut out designs along the three sides of this triangle. Unfold your snowflake.



Hang your snowflakes as mobiles.

Science Fun

by Jamie M. Halbert

Balloon Races (Physics)

You will need string, balloons, straws and tape.

Tape or tie a string (as taut as you can) from one wall across the room to the other. Before you secure the second end of the string, thread it through a straw. This will be your carrier. Put two strips of tape on the straw, blow up the balloon and holding the end of it, secure the tape to the balloon. Then let go. The balloon will move the straw down the string, pushed forward by the rush of air escaping from the balloon.

Mark the string if you want to determine whose balloon went the greatest distance.

You may also want to experiment with a shorter piece of straw as the carrier.

Ocean in a Bottle

You will need an empty, clear 2-liter bottle, clear turpentine or paint thinner, water and bluing.

Simply fill the 2-liter bottle 1/3 full with turpentine, color with bluing, and fill the bottle up the rest of the way with water. Place the lid on tightly. Turn the bottle on its side and rock it gently back and forth. Neato!

Jamie Halber is doing science activities with an after-school program in Jenks Oklahoma.

Bring Back My Oatmeal!

You will need
- an oatmeal box (or a coffee can) (with a lid)
- two long rubber bands
- a piece of string
- a weight such as a fisherman's lead weight, a washer or a nut

Punch two holes in the lid of the box and two holes in the bottom of the box. Through each set of two holes thread a rubber band. Use the string to tie the ends of the two rubber bands together inside the box. Hang your weight from the string. Replace the top of the box and tape it on.

Turn the box on its side and roll it away from you. As it rolls, the rubber bands inside will twist toward the center. When the box stops rolling, the rubber bands will start to unwind, causing the box to roll back toward you.

Celebrate the Birthday of Martin Luther King

* Have a birthday party.
* Check out a biography.
* Put up a poster or bulletin board.
* Prepare a puppet show about his life and accomplishments.
* Look in your newspaper for pictures of him.
* Locate on a map places such as Birmingham, Montgomery, Washington DC, Atlanta and Memphis.
* Find out about local observances of the January 18 holiday.
* Get a copy of his "I have a dream" speech (Aug 28, 1963) and practice reading it aloud. Why do you think it is famous?
* Find out about Mahatma Gandhi and non-violent resistance. How did Gandhi influence Dr. King?
* See if you can find out what his middle name was before he changed it to Luther. Why do you think he changed it?
* To celebrate similarities and differences, try this idea from *Friendly Classroom for a Small Planet*. Give each child an orange. Allow a few minutes for children to get aquainted with their own orange. Pile all the oranges in the center of the room. Each child should be able to pick out their own orange. Discuss how this is possible. (Instead of oranges, apples or bananas or potatoes may be used.)

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JANUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SNOW FUN	Make a snow sculpture of your school mascot.	In a circle pass 4 snowballs, one with a button hidden inside. It counts to 25; then play stops. It has 3 guesses to find the button.	Play Fox and Geese. See p. 4.	Make indoor snow people with cotton balls.	Falling Snow. Put 5 t. boric acid crystals in a 6oz. baby food jar. Fill to the brim with water. Cover tightly. Shake.
SNOWBOUND	Read stories about snow and snowstorms. *The Long Winter* by Laura Ingalls Wilder describes prairie snow survival skills.	Learn precautions to take in snow and cold weather. Learn how to shovel snow.	Read a story about Arctic explorers. find out how people live in Alaska or Siberia near the Artic Circle.	What kinds of animals live in Arctic regions?	Decorative Snow. Whip 1 c. liquid soap or soap flakes with a little water until stiff like whipped cream.
BIRTHDAYS	Paul Revere, silversmith, made coins for the Continental Congress. Design both sides for a new silver dime, quarter, 50¢ or dollar coin.	Betsy Ross hand sewed a new flag. Make and display drawings of all the flag designs up to the present.	Jakob Grimm collected German folk tales called fairy tales. Share your favorite folk tale from other countries or groups.	Louis Braille opened the doors of knowledge for all who cannot see. Write a short message in braille.	George Washington Carver made 300 products from peanuts. Make peanut butter crackers for snack. Read about other uses for peanuts.
INDOOR ACTIVE GAMES	Limbo. Two players hold a soft rope 3'-4' long. Take turns leaning backward and shuffling under. Lower the rope after each round.	Throw a ball within a circle. It is outside the circle and tries to tag a player in the circle while the player is holding the ball.	Blow up balloons. Tie one to each ankle. Players try to stomp others' balloons while saving their own. No hands!	Join hands in a circle. Cat chases Mouse around and thru. Players help Mouse but not Cat. When Mouse is caught choose a new Cat and Mouse.	Play Hot Potato in a circle with music. For most of these games and more see *Indoor Action Games*. (order information, p. 8)
NATIONAL OATMEAL MONTH	Decorate an oatmeal box. Cut a slot on top for a suggestion box. Let a committee review the suggestions and make a report.	Make oatmeal, raisin cookies.	Make a print roller using a dowel stick through an oatmeal box. Write with ballpen on strips of styrofoam and glue to the roller.	Toast oatmeal bread and put cinnamon on it for snack.	Bring Back My Oatmeal! Try the idea on p. 4.
SCIENCE MAGIC	Float an egg. Dissolve 3T. salt in 1 c. water. An egg will float in the heavy salt water. (*Chemistry for Every Kid*, p. 30, 154)	How old is that fish? Place a dried fish scale on dark paper and count the growth rings. (*Biology for Every Kid*, p. 112)	Fold a coffee filter in $\frac{1}{4}$s and form a cone. Near the bottom put a black or green pentel mark. Set the cone in a saucer of water. Wait for colors to separate.	Try the balloon race on p. 4.	Make the Ocean in a Bottle on p. 4.

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Dealing With Stress and Avoiding Burnout

By Laura Mason Zeisler

All of us, at one time or another, have had to deal with stress. It is such a popular topic that it is a regular article in both professional magazines and those found in check-out aisles at the supermarkets!

Stress is an ongoing part of our lives. Stress can be viewed as a positive or a negative force. It can be what stimulates us to meet new challenges and stretch ourselves to do something we had never considered attempting. In contrast, stress can be a drain upon our mental, physical and emotional resources and may cause a myriad of ailments.

Stress occurs when the time and effort invested and the expectations of the job are greater than the feelings of satisfaction and the actuality of being rewarded financially and emotionally. We need to have realistic expectations of what our job will offer us, and what we can offer our job. To take control of our lives we need to find the level of stress that feels manageable.

Self Assessment

Managing stress demands that we get to know ourselves: our needs, our goals, our strengths, our weaknesses, our past successes and failures. We need to look at our physical, intellectual, social, emotional and spiritual resources. An honest and thorough self-assessment is the first step in the process of developing effective coping skills. Self-assessment requires that we recognize what we want to do and how we want to do it, and also that we prioritize. We need to recognize our capabilities as well as our limitations.

The result of an effective self-assessment is that we can recognize problem areas and then direct our energy and attention to address these problems. We can use our strengths more effectively and efficiently and get support and resources so that our weaknesses do not get in our way. In remembering our past successes we can reinforce our positive self-esteem. We can chart our goals, and use our personal resources effectively to achieve them.

One way we can do this is by making lists, using self-assessment forms. Paula Jorde-Bloom's book *Avoiding Burnout* is outstanding in this area.

In addition to our individual strengths, it is essential that we develop our management skills and organize our time , space and relationships with people. We can do this by charting goals, brainstorming, talking to those around us to get input and reminders, and having group discussions at staff meetings to create a list of problem areas and suggest solutions. We can reduce our frustration and increase our productivity when out time, space and relationships are made manageable.

Time

Haven't we all at some point felt overwhelmed by everything we need to do? A first step is to make a list of what needs to be done, prioritize and then break the task or tasks into manageable size pieces. It is important to be realistic about the time frame, and give ourselves a buffer so that we do not feel pressured if the task takes longer than anticipated or some "emergency" breaks into our time for this task. Buffer time is also important as a time to relax, *without guilt*, between tasks.

Space

Space needs to be clearly and logically organized so that all who use it can feel comfortable and find what is needed. Have a specific place for everything, so that time is not wasted looking for what you need. Inventories, a logical, systematic and comprehensive filing system, and a control on the constant influx of paper are also very important.

For those of us in a managerial position, it is essential to know how to delegate, both when and to whom. This is the time we need to know the individuals with whom we work, their interests, their strengths and their weaknesses.

Relationships

A large part of knowing the individuals is open, clear, meaningful, ongoing communication. Regular staff meetings make a tremendous difference by giving opportunities to communicate, as well as offering training, support, and ongoing assessment. They can develop a sense of community and team spirit by developing shared goals and responsibilities for curriculum and for problem solving. Good communication is the key to strong, positive relationships.

Use your staff's talents and interests to give them a chance to grow and feel good about themselves, as well as making a significant contribution to the program. We all know that when we enjoy what we are doing, we find more energy and enthusiasm to devote to what we are doing.

Take Care of Yourself

Finally, we need to take good care of ourselves. Look at what makes us feel good, what helps us relax. Develop good eating, sleeping and exercise habits and some good relaxation techniques. Think about what you enjoy doing, what makes you feel relaxed, and let yourself do it.

Do not expect to eliminate all the stress in your life, but find the means to manage it. Plan for revitalization at times. You can avoid burnout.

Laura Mason Zeisler is a child care and diversity education consultant with Exploration Unlimited, 771 Plainfield Pike, N. Scituate RI 02857, 401-647-5502.

Avoiding Burnout is available from School-Age NOTES

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Pre-Conference to NSACCA Conference

A special seminar sponsored by the National Cooperative Extension Service School-Age Child Care Consortium will take place at the National School-Age Child Care Alliance Conference in St. Paul, MN.

Date: April 28-29, 1992
Time: 1-5PM on Wednesday
8:30-11:30AM on Thursday
Price: $30.00 (no meals included)
Topics: you may select from 3 tracks:

Conducting Community Assessments for SACC

This training by Dave Riley (WI) will prepare you to use a community needs assessment for families. It focuses on how to get a community coalition started or how to invigorate an existing group. Three-fourths of the communities that have conducted the process have started new SACC programs. If at all possible, we strongly advise non-Extension individuals to attend with a Cooperative Extension colleague. The project is much easier with their assistance.

Resources for Training SACC Staff

This seminar by Chris Todd (IL) and Polly Spedding (NY) will present an overview of a variety of staff training curricula with indepth discussion of selected training resources, including both printed materials and audiovisuals. Participants will be encouraged to review materials and explore ways of using them in their training efforts. Excellent training resources will be shared by each trainer.

Curriculum Extravaganza!!

Learn ways from Sharon Junge (CA) to keep your learning environment dynamic, stimulating and fun! Explore how the environment, the activities and the relationships define the curriculum of your program. Hands-on techniques for creating interest centers, utilizing theme weeks, using hip-pocket activities and designing file folder projects will be shared. An integrated approach to learning math, science, reading, and life skills in SACC programs will be emphasized.

For registration information contact Winnie Morgan, 2720 Buckboard Dr, Hillsborough NC 27278, (919) 732-1524.

Yes, Mega Mall Open Sundays

"Is the Mega Mall near St. Paul, Minnesota where the NSACCA conference will be held open on Sundays?," is one of the most frequently asked questions, reports Catherine Cuddeback, Conference Co-Chair.

Answers to other commonly asked questions about the April 29 - May 1, 1993 National School-Age Child Care Alliance Conference are:

- Registration and program materials will be mailed out in early February.
- Location is the St. Paul Radisson Hotel
- Hotel costs are $75 single; $85 double
- There will be enough room at the Radisson. "We do not anticipate running out of overnight accommodations."
- Conference costs will be: Full Conference $95; Friday only $65; Saturday only $50 (lunches are included)

Other information:

- The Radisson can be called directly now to book rooms. A block of rooms have been reserved for April 29 - May 2. Call 612-292-1900, ask for "reservations."
- Special low airfares have been arranged by NSACCA through Village Tours & Travel, Needham, MA. Call Jennifer at 800-370-4888.
- If you are **not** an NSACCA member and would like Conference Registration materials, write to: Deb Ukura, NSACCA Registration, 1001 Highway 7, Rm 211, Hopkins MN 55343

NAEYC Moves

The National Association for the Education of Young Children will move across town to its new building December 18th. The office will be closed for about two weeks. Only slight disruption in service is expected. All members will be notified.

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Ecology for School-Agers

Please Don't Step On Me is a nature/ecology book which would be an excellent addition to your program's library. This introduction to many of our "helpful insects" encourages school-agers to develop a positive and protective attitude towards them. There are suggestions in the back for follow-up activities that guide kids towards a greater understanding of the "natural balance". Cherokee Publications, PO Box 256, Cherokee NC 28719, (704) 488-2988.

SAC Bibliographies

The Southeastern Pennsylvania School-Age Child Care Project of the Day Care Association of Montgomery Co., Inc. has just released their updated bibliographies, *School-Age Child Care Activities & Curriculum Bibliography* and *Administrative Bibliography*. These mini-bibliographies have grown from 166 citations to 358 for the *Activities* and from 137 to 322 for the *Administrative*. Both of these were pulled from over 1400 resources in their computerized bibliography. The bibliographies sell for $6.00 each. For more information call (215) 643-0569.

FREE Brochure

FunTime Recipes is a FREE brochure of non-edible recipes that school-agers can make. Write FunTime Recipes,PO Box 254, Minneapolis MN 55423. There is a $2.00 charge to cover postage and handling.

New Books from SAN

Indoor Games

Indoor Action Games for Elementary Children — Over 200 games and activities that stress cooperation, group problem-solving, and physical skill-building. Each activity gives suggested grade levels for use and describes specific developmental objectives. Available from School-Age NOTES for $27.95 ($24.95 for subscribers). See below for shipping & handling.

3 Science Books

Biology for Every Kid, Chemistry for Every Kid, Physics for Every Kid — All three of these books are filled with exciting ideas, projects, and activities that can be used for just plain fun! Each book contain 101 easy experiments that really work related to biology, chemistry or physics. Available from School-Age NOTES for $10.95 each ($9.95 for subscribers). Add S&H below.

Shipping & Handling for Books
$ 0-12 is 2.50; $13-25 is 3.50; $26-50 is 4.50; $51-75 is 5.50; Over $75 add 8% of book order.

Send orders to: School-Age NOTES, PO Box 40205, Nashville TN 37204

SAC CONFERENCES

CALIFORNIA February 26-27, 1993
11th Annual CSAC Conference, Ft. Hill College
(Los Altos Hills near San Jose)
Contact: Karen Haas-Foletta (415) 753-1113

KENTUCKY March 12-13, 1993
KY Coalition for SACC Conference
Louisville, KY
Contact: Ruth Fitzpatrick 606-257-5083

NEW JERSEY March 12-13, 1993
6th Annual NJ SACC Conference
Merv Griffin's Resorts Hotel and Casino
Atlantic City NJ
Contact: Joanne Cleffi-Miller (201) 328-0881

FLORIDA March 12-13, 1993
Florida School-Age Child Care Coalition
7th Annual Symposium for School-Age Child Care
Tampa, FL
Contact: Jim Atkinson (407) 539-6269

OHIO March 14-16, 1993 Sunday-Tuesday
Ohio Early Childhood Education and
School-Age Child Care Conference
Columbus, OH
Contact: Rhonda Dickson (614) 262-4545

GEORGIA March 19-21, 1993
Statewide Conference
Atlanta, GA
Contact: Anne Bramlette (404) 373-7414

ILLINOIS March 26-27, 1993
7th Annual Spring School-Age Child Care
Staff Conference
Chicago, IL
Contact: Traci Mehay (312) 769-8008

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance
5th Annual Conference
St. Paul, MN
Contact: Catharine Cuddeback (612) 296-1436

DO WE HAVE YOUR SAC CONFERENCE DATES?

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Is the Train Leaving without SAC?

by Charles Pekow

Locomotives honoring quality early childhood programs and providers are leaving the school-age community back at the station. Professional recognition of centers and providers have always focused on preschool care.

The original national provider credential, the Child Development Associate (CDA) credential was designed for preschool. "We don't have a credential for caregivers serving school-age children," says Carol Brunson Phillips, executive director of the Council on Early Childhood Professional Recognition (CECPR), overseer of CDA. "The council's board has never formally considered adding a (school-age) credential until now because up until now our major thrust has been stabilizing existing credentials.

But Phillips says the board will discuss the idea at its next board meeting. She wonders whether CECPR is the best organization to take up the task, since its constituency consists mainly of preschool programs.

Professional recognition of centers and providers have always focused on preschool care.

The original center accreditation program operated by the National Association for the Education of Young Children (NAEYC) examines school-age care though its quality indicators initially focused mainly on preschool. NAEYC says it hasn't counted how many of the programs it has accredited include school-age care.

The National Association for Family Day Care (NAFDC) sets out specific standards in its provider recognition program for those with school-agers. NAFDC has even given its seal of approval to only about 10 providers who solely serve children before and after school.

"We don't have a credential for caregivers serving school-age children," says Carol Brunson Phillips...

But two private provider groups just starting accreditation and credentialing programs have largely overlooked the school-age component, at least to start. Both the National Child Care Association (NCCA) and Child Care of America, Inc. (CCAI), were founded in recent years by for-profit providers disillusioned with the NAEYC because of its support for federal child care standards. They started the recognition programs as part of their effort to compete with NAEYC.

"My understanding from NCCA is that (its Certified Childcare Professional) credential is geared specifically for the preschool teacher, though some of the quality indicators could apply to school-age programs," says Jason Feld of Assessment Technology, Inc., NCCA's consultant on the project. "My guess is that as this evolves, it will be more specific for the older children . . . Emphasis is on ages 3-5 because these make up the majority of children in those programs."

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On the Other Hand...

by Rich Scofield

...SAC professional development is making progress. With an estimated 44% of all centers having SAC programs , the bottom line is that accreditation and credentialing systems cannot ignore school-age care and any "train" without SAC won't get very far.

While the school-age care field may not have its own accreditation system for programs or its own credentialing system for school-age professionals, several recent developments demonstrate the rapid advancement of SAC professional development.

The National School-Age Child Care Alliance (NSACCA) has established an ad hoc committee on professional development. Co-chaired by Ellen Gannett, SACC Project, Wellesley and Rich Scofield, School-Age NOTES, the committee will send a survey to NSACCA members about their views on the SAC field and its professional development needs and direction.

With an estimated 44% of all centers having SAC programs, ... any "train" without SAC won't get very far.

(continued on page 2)

Is The Train Leaving ...

(continued from page 1)

The same thing rings true for NCCA's Center Accreditation Project. "It does not have a school-age component," acknowledges Pennsylvania State University Professor Richard Fiene, project consultant.

"You cannot credential people if you don't know what you are credentialing them in. I think it is too soon for that. What is our mission? People don't all agree." – Michelle Seligson

CCAI is still developing its Certified Professional in Childcare credential and center accreditation. It hasn't developed specific criteria for school-age centers but probably will consider doing so, says President Vern Holloman. The plan for its credentialing is to hire teachers from local colleges to train providers. But most colleges don't teach school-age care, though preschool education and development curricula are standard.

Is the school-age field even ready for professional recognition? "It doesn't have the experience or research that the preschool field has developed over time," says Michelle Seligson of the School-Age Child Care Project at the Wellesley College Center for Research on Women. "It therefore hasn't developed quality indicators," she adds. "You cannot credential people if you don't know what you are credentialing them in. I think it is too soon for that. What is our mission? People don't all agree. Preschool is acknowledged as the early education experience for the child . . . School-age children are in school already and the idea is school is the place they are to develop and grow. So what is school-age care? We think it is a very important dimension in the child's life. With schools cutting back on activities, after-school programs become even more important."

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

... Other Hand ...

(continued from page 1)

Working papers on SAC issues and professional development will be developed and reviewed. [Anyone interested in reviewing and commenting on those issue papers contact Rich Scofield at 615-242-8464.] A special two-hour session will be held at NSACCA's National Conference.

Why doesn't NSACCA develop quality standards and a credentialing system?

Tracey Ballas, president of NSACCA responded to that question with these comments:

"NSACCA is responding to the field's needs by establishing the ad hoc committee on professional development and by establishing linkages with NAEYC and other early childhood and child care organizations that are concerned with these issues. These are the first steps toward our exploration but by no means our only steps. How accreditation and credentialing could take place will certainly be explored and membership views are vital to our decision making process."

Ballas likened the process to developmentally appropriate practice. "The foundation of our organization and of the field must move through developmental stages for proper growth. Although we've experienced rapid expansion since our beginnings in 1987 and will continue to expand right along with the momentum of our field, we want to make sure we don't skip any developmental stages."

- As reported in our November issue, the SACC Project at Wellesley College has a grant to study "Career Preparation in School-Age Care."
- Project Home Safe has distributed over 15,000 free copies of "Quality Criteria for SACC Programs." This important work adapts NAEYC's accreditation criteria for ECE programs to school-age programs. NAEYC's National Academy does work with school-age programs to gain accreditation but more than 50% of their children must be eight years old or younger.
- The U.S. Army is developing standards of competencies needed by staff caring for children and youth in Army school-age programs to help with their compensation and promotion systems and to help with their training and quality improvement programs.
- School-age care has a voice at NAEYC's National Institute for Early Childhood Professional Development through panel member Rich Scofield. At the Institute's December meeting, school-age care was one of the guideposts used in discussions to check how various frameworks might work.

NAEYC's Professional Development Conference June 2-5, 1993

NAEYC's National Institute for Early Childhood Professional Development will have its second conference in Minneapolis, Minn., June 2-5, 1993. Call Julienne Johnson 800-424-2460 to be put on mailing list for more info.

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Editor/Publisher:	Richard T. Scofield
Office Manager:	Mary-Helen Marigza
Contributing Editors:	Jim Therrell Nancy Mahar Tracey Ballas Betsy Shelsby Kathy Hermes Marianne Torbert
Artist:	A. Michie Shaw

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Establishing Boundaries

by James A. Therrell, M.S.P.

We expect children to be accountable. Yet, we give them very fuzzy, very inconsistent verbal boundaries. One of the most difficult tasks for adults is to establish **clear** behavioral guidelines.

When provided with clear boundaries, children are better able to understand how far, how fast, how loud, how caring, how safe, how respectful, and how responsible they need to be.

So how do we make the boundaries clear?

The first task is to brainstorm and record up to 10 "General Behavioral Guidelines," then evaluate these guidelines and prioritize the top 3 guidelines.

Next, re-write the top 3 as if they were to be posted on a wall where the kids could read them. Put yourself into the shoes of a child, wording these guidelines so that they are fully received by the child, taking into account developmental appropriateness.

Here are some possible guidelines, worded for kids, from which to choose:

A. We are SAFE.
B. We are HONEST.
C. We are KIND.
D. We SHARE & COOPERATE when possible.
E. We talk with a NORMAL VOICE.
F. We LISTEN FIRST.
G. We PARTICIPATE to HAVE FUN!
H. We decide TOGETHER, as a GROUP.
I. We LEARN from EACH OTHER.
J. We take PRIDE & CARE for ourselves, others, and property.
K. We RESPECT ourselves, and the personal space and property of others.

Finally, review your results by establishing a rationale for how and why you came up with your 3 Guidelines:

1. What are the advantages and disadvantages of narrowing down the children's guidelines to just 3?
2. What are the advantages and disadvantages of general vs. specific guidelines?
3. What are the specific words that a child might best understand and receive?
4. Do these Guidelines really "fit" without basic purpose and overall objectives for the kids?

As a leader you can now deal with most of the hundreds of specific individual behaviors by plugging them back into the 3 General Guidelines.

The 3 guidelines you establish depend upon the kids and the program objectives. The reason for prioritizing down to 3 General Guidelines is to keep it simple, easy to remember, and non-intimidating for the kids.

As a leader you can now deal with most of the hundreds of specific individual behaviors by plugging them back into the 3 General Guidelines. Whether a child pinches someone, talks back, runs wildly in a crowd, hogs equipment or leaves it unattended, etc., you can then reincorporate that behavior back into the General Behavioral Guidelines.

The words you choose for communicating the guidelines are important. Using "We" in the wording of each guideline gives the children a "sense of others." When they read the guidelines you want them to ask: "Hmmm. So what's the big deal about "We"?"

Now you can transform behaviors which fall outside the guidelines into a learning experience for the child. The behavioral boundaries become much clearer to a child, especially when consistently reinforced by staff. As each behavior is plugged back into the guidelines, each child gradually learns which behaviors fit or don't fit the guidelines.

You may also want to generate a list for staff of the many specific behaviors which define each of the General Guidelines. This will promote more effective implementation and a clearer understanding of the guidelines on the part of both staff and kids.

The guidelines should be updated or refreshed periodically, and you may want to empower the kids to help develop the guidelines!

Depending upon your ability to facilitate a positive learning experience, each child starts to learn more precisely where the behavioral boundaries are, and what is actually meant by the words in each guideline. If, after a few weeks or months, you can facilitate the children's learning of what it means to be safe, listen better, or respect others, you've really helped them to take a giant step in their personal growth. (But don't worry if you don't see any progress—my bet is you'll still be a memorable role-model long after they leave your place!)

*This article is a condensed excerpt from the revised edition of **"How To Play With Kids"** (includes a special section on Establishing Boundaries, Pro-Active Discipline, and Building Staff Consensus). See order information below. Therrell is Executive Director of the Professional Play Leaders Association, POB 161713, Austin, TX 78716, providing practical leadership workshops and keynote presentations (800-359-7331).*

How to Play with Kids by Jim Therrell is $13.95 for subscribers (14.95 regularly) plus $3.50 shipping & handling. Send payment with order to School-Age NOTES, PO Box 40205, Nashville TN 37204.

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Papier Mâché

You will need:
Liquid starch or wheat paste or wall paper paste and warm water
Strips of newspaper
A form to cover with the strips (rolled or wadded newspaper and/or cardboard tubes)
Paint and brushes, yarn, glue and shellac for decorating

Prepare the base, using paper tubes and/or rolled or wadded newspaper.

Thin the paste with warm water until thin and creamy.

Dip paper strips into paste and apply to base. Cover base with 3-4 layers of strips. Mold the surface with your hands. Wipe off any excess paste. Let dry overnight.

Paint or decorate.

Bug

This is a game for 2-6 players.

You will need 1 dice. Each player will need a paper and pencil.

Each player will attempt to complete a Bug which will look like this:

To get started, a player will need to roll a 1, which will let him draw the body. After that, a 2 is needed for the head, a 3 is needed for one leg, a 4 is for one eye, a 5 is for one feeler and a 6 is for a tail.

The first player to complete the Bug wins.

A Seed Game from Ghana *a game for two players*

You will need 24 round seeds or nuts (such as garbanzo, hazelnut or walnut)

Players face each other, each behind their own row of 12 nuts. To begin, a player rolls one of her nuts towards her opponent's row. If her nut is one of his, she takes it and her turn continues; but if her nut does not hit one of his, he takes the one she rolled and his turn begins. Players alternate turns. The object is to get the most nuts within a preset number of rounds.

A Rocket and a Rocket Launcher

You will need:
a plastic squeeze bottle like a dish soap bottle
2 straws, one able to fit inside the other
a dab of modeling clay

To make the launcher, insert the smaller straw into the hole in the top of the bottle. If there is no hole, you will need to make one just big enough for the straw. Use glue and/or clay to make an airtight seal where the straw enters the bottle.

To make the rocket, use a piece of the larger straw about 4" long. Make a nose on one end with clay. Near the other end, two paper triangles glued together will make a rocket tail.

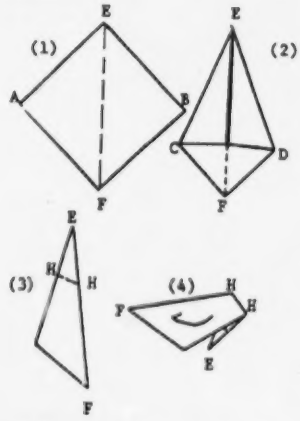
To launch the rocket, slip the larger straw onto the smaller one and give the bottle a sharp squeeze.

Japanese Rocking Bird

Cut a square piece of paper. Fold it in half diagonally to create a center fold. Unfold it and lay the paper flat again. Fig (1), column 3.

Fold sides AE and BE to fold EF. (2) Bring points C and D together. Note fold line H. (3) Force point E inside at fold H.

The bird will rock when tapped lightly on its tail. (4)



Slapjack

You will need one deck of cards for each four players.

Shuffle the cards and deal out all the cards to the players. Players place their cards in a pile face down in front of them.

To begin play, the player on the dealer's left takes the top card off his pile and places it face up on the center of the table. Play moves to the left around the circle. Keep the play fast-moving.

All players watch closely because if a jack is played onto the pile in the center, the first player to slap his hand over the pile and say "Slapjack" gets the entire pile. He shuffles it into his own pile. The player on his left puts down her top card and play continues.

If a player says "Slapjack" when there is no jack, he forfeits his top card to the player who played the card that was not a jack. If a player loses all her cards, she can still have one chance to get back into the game. If she can slap the next jack that comes up, she can get back in, but if she misses it she is out.

The object of the game is to get all the cards.

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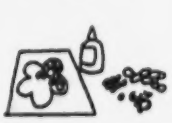
FEBRUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
HEART MONTH	Provide materials for making valentines. Remember friends and teachers and shut-ins.	Put 5 big paper hearts on the floor. Walk to music. When it stops all put 1 foot on a heart. Remove hearts 1 by 1. Can all fit on the last one?	Listen to your heart through a stethoscope. You can make one with a funnel, a T-tube or Y-tube and rubber tubing.	Do something nice for someone who is not expecting it.	Heart Songs. Name 20 songs that have heart in the title. Dance or move to heart song music. Freeze for 10 seconds when heart is sung.
CHILDREN'S DENTAL HEALTH MONTH	Collect toothbrushes for the homeless.	Make a poster of foods that are good for your teeth.	Create a skit about good dental health habits.	Plan a snack that is good for your teeth and help prepare it.	How many teeth would you expect to have at ages 6, 12, 18 and 24?
MAKE YOUR OWN ENTERTAINMENT	Dot to Dot. Let one child draw the dots and another connect them.	Pick Up Sticks. Make with 30 wooden shish kabob sticks. Paint the tips for different point values.	Make your own crosswood puzzle or a number puzzle with math clues instead of definitions and numbers not letters.	Draw a cat in the bottom of a styrofoam tray. Enclose buttons for eyes. Wrap tray in plastic wrap. Object: buttons over eye holes.	Make a comic book or series of cartoons depicting something funny that happened to you.
PAPER	Create a sculpture in papier mache. (See p. 4.)	Make a mosaic with glue and bits of colored paper. 	Bag Snake. Fill bags with crumpled newspapers. Glue the bottom of each bag into the top of the next. Twist open end of last bag and tie for tail.	Play a pencil and paper game like "Bug" on p. 4.	Carnation. Stack 6 sheets (3 double) of toilet paper. Accordion pleat in $^1/_2$" folds. Tie center with thread. Separate the tissues.
INTERNATIONAL FRIENDSHIP MONTH	Australian boomerang. Practice throwing a boomerang. If you don't have one, make one with heavy cardboard.	Central American Rainforest. Make a terrarium with rocks, potting soil and small plants. See how the moisture is recycled.	Japanese rocking bird. Try the pattern on p. 4.	A Seed Game from Ghana. Play the game on p. 4. Although marbles could be used, nuts will make it more authentic.	Cambodian Dragon Game. In a conga line walk to music. When it stops, the head tries to catch the tail. Then the end player moves to the head of the line.
SPECIAL DAYS	Play Shadow Tag on Groundhog Day or create shadow pictures with cutouts or with your hands and a bright light.	Elizabeth Blackwell was the first woman to became a doctor. Remember her birthday in February.	In February 1930 the planet Pluto was discovered. Make a mobile of the solar system.	How many places can you find named for George Washington? (cities, counties, a state, schools)	How many pictures of Abraham Lincoln can you find? (penny, $5 bill, postage stamps)

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Emergency Preparedness/ Disaster Relief: Taking Stock and Stocking Up

by Katherine Garrison

This is the first article in a series that will address the various physical and psychological aspects of preparing for and dealing with emergencies and disasters.

The beginning of a new year is a good time to examine your existing emergency policies and procedures.

No matter what area of the country you may live in, what type of facility your program is housed in, the type of activities planned by the kids, or how aware and careful both the adult caregivers and the kids themselves are, emergencies do occur. It could be a "minor" emergency such as a scraped knee, splinter in the finger, or bleeding gum from a lost tooth, which can quickly and easily be attended via a properly stocked first aid kit; it could be a more serious injury such as a broken limb or snakebite; or it could be an all-out disaster such as the riots in Los Angeles or Hurricane Andrew in Florida and Louisiana.

The first step in emergency preparedness is to identify the potential emergencies and disasters that you may face in your program, taking into consideration your geographic location. **Identify emergencies that could happen anywhere,** and can be dealt with appropriately by a properly trained staff who have access to a well-stocked, first-aid kit.

First-aid training — In the *Nursery School & Day Care Center Management Guide* by Clare Cherry, Barbara Harkness and Kay Kuzma (available from School-Age NOTES), the very first recommendation in the section on Health is to "take a course in first-aid at the earliest possible date." Most states now require first-aid training for staff members. Some possible contacts for information on training are the State or County Health Departments or the local Red Cross.

Training needs to be supported by the availability of proper supplies and emergency information.

Post by all telephones the phone number for the Poison Control Center in your area as well as proper procedures for contacting 911.

Find out if you have "Enhanced 911." This new system automatically knows the address from which you are calling. You gain precious minutes by stating the nature of the emergency (i.e. "fire", "child bleeding", "child has stopped breathing") as the first piece of information in the call. While you are giving additional information, the dispatcher will have already alerted the appropriate department — fire, police, ambulance. In areas without "enhanced 911" you are asked to state your location first before proceeding with the nature of the emergency.

You may want to list the name of your program, street address and phone number along with the emergency numbers by each telephone. Such simple preparations could make a big difference in an emergency.

Keep at least two well-stocked first-aid kits — one that always remains on site and another that can travel in the van and on field trips.

The following is a list of suggested items for your first-aid kits from the *Nursery School & Day Care Management Guide*:

- ✓ Small bottle of antiseptic soap or hydrogen peroxide (an easy-to-use, safe antiseptic)
- ✓ Gauze squares (1", 2", 3", 4")
- ✓ Band-aids (spots, patches, oversized, 1/2", 3/4", 1", 2", 4")
- ✓ Adhesive tape (several sizes)
- ✓ Absorbent cotton (rolls and balls)
- ✓ Tweezers (for splinters)
- ✓ Needle (for splinters)
- ✓ Scissors (small, good quality)
- ✓ Scissors (cuticle)
- ✓ Thermometer (disposable ones are available, electronic ones save time, forehead strips may be used)
- ✓ Triangular bandages (36" x 36" or 24" x 24" to use for slings)
- ✓ Splints (cardboard)
- ✓ Safety pins
- ✓ Syrup of ipecac (to induce vomiting in case of accidental poisoning)
- ✓ Paper cups
- ✓ Calamine lotion or vinegar
- ✓ Burn ointment
- ✓ Mineral oil
- ✓ Small bulb syringe
- ✓ Bee sting kit
- ✓ Ice packs - In the freezer compartment of your refrigerator

Post in each room, along with emergency evacuation maps and procedures, an "emergency health and accident procedural policy guideline" that outlines the various types of emergency and non-emergency medical situations and the proper steps to follow in each situation.

Katherine Garrison is Publisher's Assistant for School-Age NOTES.

Easy Ice Packs

•About one dozen 2" and 4" pieces of sponge which have been soaked in water, wrapped in a plastic bag, and frozen.

•Frozen vegetables, such as frozen peas, have also been recommended for use as an ice pack by *Emergency Medicine*, "They are inexpensive, mold to the injury site, have a large surface area, are reusable until the package is opened and come in a relatively puncture proof bag. When they melt down you don't get the mess of ice cubes."

Mouth Bleeding

A wet tea bag is good for bleeding inside the mouth — there is a chemical reaction between the tea and the enzymes in the saliva that help in the clotting process.

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Is Your State Interested in Hosting NSACCA '94 or '95?

The National School-Age Child Care Alliance (NSACCA) is soliciting proposals for sites for its 1994 and 1995 annual conference held in the spring. RFP's (request for proposal) were sent out the end of December to a leader of each state and local school-age group.

Site selection will be influenced by factors such as strength of local school-age support and geographic location in relation to NAEYC's annual conference. NAEYC's conferences are Anaheim CA, Wednesday, November 10 through Saturday, November 13, 1993; Atlanta GA, Wednesday, November 30 through Saturday, December 3, 1994; and Washington DC, the week of November 8, 1995.

For more information; RFP's; and possible extension of February 1st deadline call Kathy Hermes (816) 756-1950 or Tracey Ballas (614) 453-7743.

Canadians East and West have 2 Conferences Same Week

Canadians can choose from two different conferences in May.

In the east...

The third once-every-two-years National Child Care Conference (3ième Conférence nationale sur les services de garde à l'enfance) is in Toronto, Ontario May 26-29, 1993.

Over 150 sessions are planned. Keynote sessions will be simultaneously interpreted in English and French.

Four workshops on school-age care will be in English and one will be in French. Four of the optional seven tours include school-age programs.

Other workshops of interest to school-age professionals include the usual early childhood range of subjects including anti-bias, administration, staff issues, advocacy, play etc.

The conference is sponsored by the Canadian Child Care Federation which is committed to improving the quality of child care services for Canadian families. Organized in 1987 it has 1500 organizational and individual members.

Rich Scofield of School-Age NOTES will be a workshop presenter Friday, May 28th.

For information about the conference and/or membership in the Federation contact: Canadian Child Care Federation, 401-120 Holland, Ottawa, ONT, K1Y 0X6, CANADA (613) 729-3159.

In the west...

The annual school-age conference in Edmonton, Alberta will be May 28-29, 1993. Its theme is Out-of-School Care Programming: The Basics Plus. While this conference is aimed at local school-age providers, it has always attracted school-age care professionals from beyond Edmonton and beyond Alberta.

For more information contact: Margaret Eastwood 403-462-5615.

Canadian SAC Network

These two conferences plus the close proximity of this year's NSACCA conference in St. Paul MN to some of the SAC active provinces present a great opportunity for Canadian out-of-school care professionals to network.

As mentioned in the November 1991 issue of School-Age NOTES, Eva Stelzer-Rudick, a SAC instructor at Vanier College, Montreal, is keeping a data base of people interested in organizing a Canadian School-Age Care Network. She also is interested in networking with other Canadian SAC instructors to discuss course content and certification programs. If you want to be included in the data base, CONTACT: Eva Stelzer-Rudick, 8 Minden Rd., Montreal, Que, H3X 3M4, (514) 744-7627

'93 NAEYC Anaheim Proposals Due January 29th

School-age care professionals get your workshop-proposal-writing hats on and your Mickey Mouse ears ready for submitting your presentation proposals for NAEYC's 1993 Conference at Disneyland, Anaheim, California. Proposals must be **postmarked no later than January 29th.**

To have a strong school-age track, workshop proposals have to be submitted. NAEYC generally accepts a percentage of each subject area based on the number of presentations it can accept and the total number submitted.

For submission information and format criteria check the New Orleans Program, the November and January issues of *Young Children* or call the conference department at 800-424-2460.

Proposal Tips

- Be specific in both your workshop title and your presentation. *Example:* "Providing Quality Care" try instead "10 Ways to Provide Quality Care" and then in the workshop give specific examples for each way and ask participants for there suggestions.
- Avoid cutesy titles that don't explain what the workshop is about. *Example:* "Huckleberry Finn meets the 21st Century" try instead "Inexpensive New Technology Programming Ideas without a Computer"
- Pick one area of school-age care to discuss. *Examples:* summer program playground ideas ... tips for new directors ... working with a board of directors in SAC ... developing policies for parents ... finding good staff ... setting fee structures and enrollment policies and procedures ... in-service training ... the difficult school-ager ... preparing staff for the unexpected.

Care & Education Conference

March 31-April 2, 1993, New York City. The Child Care Action's Campaign's landmark national conference to develop a comprehensive system to care for and educate America's children. Co-sponsored by the Council of Chief State School Officers. CONTACT: Marilyn Flood or Kristin Andersen 212-239-0138.

36 Activity Ideas

The minimum number of Activity Ideas in this issue is 36.

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Respuesta Creativa Al Conflicto

La Práctica de la Paz en el Aula - Manual del Educador

A Spanish edition of *The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children* which comes from the Children's Creative Response to Conflict Program is available for the same price as the English edition. $14.95 (13.95 for subscribers) plus $3.50 shipping and handling. Order from School-Age NOTES.

School-Age Care in DENMARK and SWEDEN May 21-30, 1993

A unique opportunity to visit programs and learn about the Danish and Swedish systems of school-age care.

Over the last three decades, with the involvement of municipal and state government, Denmark and Sweden have developed a comprehensive system of school-age care serving children and youth from age seven, when they enter school, up to age twenty-one. These programs are staffed by pedagogues who are trained in special training colleges. The program is designed on the principle of social pedagogy. Social and economic forces remain at the forefront of the theory and practice of school-age care in these two countries, although the economy and other factors are now beginning to influence and change the system.

Tour includes opportunities to:
-tour different types of school-age programs - those outside and inside schools
-participate in seminars on the Danish and Swedish systems of school-age care
-visit the Fritidshem Seminarium in Denmark (three-year, post secondary training on school-age care)
-see an Adventure Playground
-enjoy a sightseeing excursion in Copenhagen

The group will be led by Michelle Seligson, who since 1979 has been Director of the School-Age Care Project, Wellesley College Center for Research on Women. Arrangements for the group will be coordinated by Angela Ferrario who has brought several delegations to visit the schools in Reggio Emilia, Italy and recently led a tour to Lisbon, Portugal for early childhood educators.

Cost: $2,145 includes:
-Air fare from Boston or New York
-Tourist class hotel accommodations in shared double rooms with private bath
-Sightseeing excursion in Copenhagen
-plus more

If interested, call immediately as deposit deadlines are at the end of January. Call Angela Ferrario at 617-864-5888.

SAC CONFERENCES

CALIFORNIA February 26-27, 1993
11th Annual CSAC Conference, Ft. Hill College (Los Altos Hills near San Jose)
Contact: Karen Haas-Roletto 415-753-1113

COLORADO February 17, 1993 New Listing
Colorado Alliance for Quality School-Age Programs (CASQSAP) Mini-Conference, Denver CO
Contact: Sandy Whitsell 303-680-6111

NORTH CAROLINA March 5-6, 1993 New Listing
North Carolina Coalition for School-Age Child Care Professionals, The Sheraton Imperial, Research Triangle Park, Charlotte NC
Contact: Dr. Bibbi Lockhart 919-515-6387

PENNSYLVANIA March 6 & 13, 1993 New Listing
4th Annual During the First Summer Fun for SACC, Penn Wynne PA
Contact: Lenora Atwell-Douglas 215-643-0569

NEW JERSEY March 12-13, 1993
6th Annual NJ SACC Conference, Marv Griffin's Resorts Hotel and Casino, Atlantic City NJ
Contact: Joanne Cioffi-Miller 201-328-0881

FLORIDA March 13, 1993 New Listing
3rd Annual SACC Conference, Investing in Quality, Miami Dade Community College, Miami FL, 9am-2:45pm Contact: Zulema Gomez 305-237-1731

FLORIDA March 12-13, 1993
Florida School-Age Child Care Coalition
7th Annual Symposium for School-Age Child Care, Tampa, FL Contact: Jim Atkinson 407-539-6269

OHIO March 14-16, 1993 Sunday-Tuesday
Ohio Early Childhood Education and School-Age Child Care Conference, Columbus, OH
Contact: Rhonda Dickson 614-262-4545

INDIANA April 15, 1993 New Listing
IASACC Annual Conference to be paired with Midwest AEYC, Indianapolis IN
Contact: Evelyn Eschenhoff 317-266-9622

MINNESOTA April 29-May 1, 1993
National School-Age Child Care Alliance 5th Annual Conference, St. Paul, MN
Contact: Catherine Cuddeback 612-296-1436

CANADA May 28-29, 1992 New Listing
Out-of-School Care Programming: The Basics Plus, Edmonton, Alberta
Contact: Margaret Eastwood 403-462-5615

DO WE HAVE YOUR SAC CONFERENCE DATES?

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School-Age NOTES

ISSN0278-3126 © 1993 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Meeting Developmental Needs for Imaginary Play *by Rich Scofield*

photos by Nancy P. Alexander

Solitary and cooperative play; balance and innovation; experimentation and imagination; how many skills are being learned and needs being met through play with blocks and other minature manipulatives?

Yes, blocks, Lego Materials, Lincoln Logs, people and animal figures, small cars and trucks, props and accessories, and other play and building manipulatives can be a hassle. They can take up floor space, get lost, be argued over, and most frustrating of all be left out and not put away at the end of the day.

Are they worth it? Are they valuable? Should we provide continuous opportunities for this type of play? YES!!!

These materials and this type of play seem to meet many different developmental needs. It provides opportunities for creating or recreating imaginary and real-life scenarios. It combines symbolic play and exploratory play to develop creativity and master size, balance, proportion, and three-dimensional space relationships. (How many architects and engineers probably got their start with Lego Blocks?)

Providing these materials and enough time and space to explore them also encourages social skills of cooperation, negotiation and communication.

How can I encourage this play in my program?

- **Take inventory** of what you have. Ask the kids what they would like added. Scrounge garage sales, church flea markets for materials.
- **Provide easy access** to materials through "open-shelves" that readily show: what is available, different materials, and different sizes.
- **Make it inviting.** More isn't always better. Sometimes attractively displayed materials on a shelf will be more inviting than a huge box of materials junked together.
- **Storage should be convenient.** Check containers for ease of use.
- **Play areas should be out of the way of traffic.** Carpeted surfaces are great for floor play; they can define boundaries and reduce noise of falling blocks but hard surfaces might be needed to allow small play figures to stand up.

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Parent Tax Credits PAGE 7

Oops — We have Quality Indicators but No Outcome Indicators

Seligson Calls for More Research

Michelle Seligson of the School-Age Child Care Project, Wellesley, MA was quoted in the January issue of School-Age NOTES as saying that the school-age field does not have quality indicators. Seligson clarified that comment by pointing out that it should have read "outcome" indicators.

"What is our mission for the individual child?"

"There are quality indicators out there," says Seligson. "In fact, we have them in our ASQ [Assessing School-Age Child Care Quality (617) 283-2547] and Project Home Safe has them in their materials [Quality Criteria for SACC Programs (800) 252-7233]."

The school-age care quality indicators are based on experience, observation, and good early childhood practice which is based on research. Seligson

(continued on page 6)

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SAC In Most City School Systems

by Charles Pekow

Nearly 85% of the 47 major urban public school systems provide school-age care. Sounds plentiful, until you realize that less than 10% of them offer before- and/or after-school care in all their schools.

The Council of the Great City Schools, which represents the nation's 47 largest school districts, polled its members during the 1990-91 school year. It found that only 8.9% of these urban districts [4 of them] offered school-age programs at all of their schools, but another 75.6% [35 of them] offered care in some schools. The remaining 15.6% didn't provide the service at all.

The survey didn't ask what percentages of demand any schools were meeting. Nor do the numbers indicate the level of supply or demand for care in any community. So it's possible that some schools with programs maintain long waiting lists and students at some schools without them are adequately served by other community programs.

[Editor's comment: School-age care has come a long way. Certainly having most of the largest urban school systems doing some kind of school-age care is an accomplishment for our field. What was not determined was percentage of elementary schools in each system providing care.]

One and a Half Million Left Unsupervised

by Charles Pekow

Almost a million and a half children were left unsupervised at some time while their mothers worked in 1988. That's what the Census Bureau found in its latest national survey of child care use, "Who's Minding the Kids? Child Care Arrangements: Fall 1988." The survey focused on children of employed mothers. Its figures don't include children not living with their mothers or whose mothers didn't maintain jobs.

CB estimated a population of 14.303 million employed mothers with 20,804 million children aged 5-14. About 15.7 million (75.5%) of the school-agers attended school most of the time their mothers worked. Most of the other children lived with mothers working alternative shifts. About 1.4 million of them (give or take 100,000) were left unsupervised regularly. But only 478,000 (2.3%) were in self-care most of the time their mothers worked. A relative or other caregiver took care of 11.9% of the children most of the time in the child's home, and 4% were cared for (usually by a relative) in another home. Organized day care programs took care of only 526,000 (2.5%), with 1.7% reported in other "school-based activity."

These mothers worked an average of 34.7 hrs./wk. Their children spent an average 26.3 hours in school or care. Some of the remaining 8.4 hours were spent in transit, but for much of this time, children were left on their own.

Organized care cost an average of $3.41/hr.

For a copy of the book, Stock. No. 803-044-00018-0, send $4.25 to Superintendent of Documents, U.S. Govt. Printing Office, Washington, DC 20402, (202) 783-3238. Visa and MasterCard accepted.

[Editor's Note: This 1.4 million "latchkey" kids number by the Census Bureau has consistently remained low compared to other estimates over the past decade. One explanation is that parents may not want to admit to government officials that their children are left unsupervised. One of the more quoted statistics is 6 million and one of the extreme statistics from the early 1980's is 15 million. The reality is that ***too many*** *children and youth are being left without adult supervision even if it is difficult to get an accurate statistical picture.]*

Licensing Exemptions Rampant

Forty-six states license school-age centers and three others regulate them. But 31 states exempt some of the centers from regulation, according to a General Accounting Office (GAO) survey of the licensing departments in all states and District of Columbia. Typical exemptions are for religious and public school centers.

FREE GAO report, "Child Care: States Face Difficulties Enforcing Standards and Promoting Quality." Your first copy is FREE, additional copies @ $2. GAO/HRD-93-13, order from, GAO, PO Box 6015, Gaithersburg MD 20877 (202) 275-6241.

Charles Pekow is the Editor of "Day Care USA." The above reports were written exclusively for SAN readers.

Marian Wright Edelman on strengthening family values: "Support programs that protect children's safety, such as after-school child care so that children are not left alone. Does your school or congregation or recreation program operate such a progam?"

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Year-Round Reflections

by Laura M. Zeisler

Holidays often get us thinking about issues and themes that affect us year round. Thanksgiving and December Holidays may remind us about being grateful and about peace and giving. Martin Luther King Day and February as Black History Month help us refocus on peace, conflict resolution, social justice, freedom, African-American history and African-American contributions to our society.

Usually specific holidays and celebrations such as Martin Luther King Day remind us of specific issues and themes, it is essential that we remember to integrate them into our curricula throughout the year.

The Hebrew word "Shalom" is often translated as "peace", "hello", and "goodbye". Recently I heard another translation: "balance". Certainly when balance is achieved in terms of resources, between fair and unfair, and in terms of relationships between individuals and on a group level it is more likely that we shall experience peace.

There is also the internal peace we feel when our life is balanced and we have a strong, positive self-esteem. It is possible to look at how a variety of cultures might explore this concept, and the interests and composition of your group might determine this. For example, the yin-yan symbol and what it represents in traditional Chinese culture could be shared with the children.

With older children, discussions can begin with their own definitions of peace, and how they feel it might be achieved. In these discussions we can interject our own comments about balance, social justice, conflict resolution and more generally, problem solving. We can let them know the importance and the impact of passive resistance in the lives of Mahatma Gandhi and Martin Luther King, Jr.

The older children can lead the younger children in projects which are more concrete, such as creating a whole-group collage about balance, about peace, about their dreams and hopes for the future, or about the diversity of humankind and the diversity of our contributions to society. It is important for children to recognize the value of individual contributions, and that we all do not need to be famous in order to make a contribution.

In the work by Fry-Miller, Myers-Wall and Domer-Shank the point is made that "as peacemakers we need to 'pass on the promise' that an individual life is important enough to make a difference . . . (and that we need to) respect the unique contribution each individual brings to the human community."

It is important for children to recognize the value of individual contributions, and that we all do not need to be famous in order to make a contribution.

Children's books are a favorite ways to initiate the exploration of a topic. There are a number of books that give children details about African-American contributions to U.S. society, peace, conflict resolution, and freedom. Two favorites which examine the issues of peace, conflict resolution, and in the latter, social justice, are Secret of the Peaceful Warrior: A Story About Courage and Love by Dan Milman and Peace Begins with You by Katherine Scholes.

Books can be part of your reading area or quiet area, and not just a group activity. With varied selections available, children can also begin the process of creating new images of the world, as well as put into perspective the images they already have.

Laura M. Zeisler is a child care diversity education consultant with Exploration Unlimited, 771 Plainfield Pike, N. Scituate RI 02857, 401-647-5502

"Favoritism" Activity

To learn a bit about what it might feel like to experience segregation and discrimination, a day can be structured in which brown-eyed children, children who are wearing green or other physical characteristics would be favored over blue-eyed children, children who are wearing white clothes or a parallel characteristic. The afternoon could begin with asking children to just be observant. Activities would continue per usual, but favoritism would occur.

Part-way during the afternoon, there should be a break and a discussion about what is happening. (Sometimes issues of fair/not fair erupt before the adult structures the discussion. Use this as a natural opening for planned discussion.)

Children can be told about segregation and the Civil Rights movement. They can talk about how it felt in this situation. Emphasize with the children that unlike their experience in this activity, true segregation and discrimination continues to happen. It does not get stopped with the end of an activity.

All children in the program should have the opportunity to feel both favor and disfavor as a part of this activity. Brainstorm ways of confronting and coping with these serious issues.

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Who Am I?

Write names of famous women on slips of paper. Pin one to each person's back. To guess whose name they have, players circulate, asking others such questions as, "Am I still alive today" "Did I live in colonial days?" "Was I in sports?" All questions must be answered "yes" or "no". Ask only one question at a time before moving on to another player.

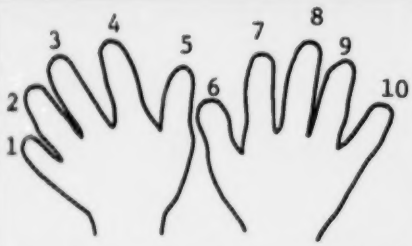
Clue

Send "It" out of the room while the group hides a paper shamrock. When It returns the group will give her a clue in her hunt by clapping. When she gets close to the shamrock the group will clap. The closer she gets the louder they clap. If she moves away, the group claps more softly. When It finds the shamrock, choose a new It.

Toe Weaving

Supplies: several fingers
a toe
material to be braided
(DMC thread, yarn, shoe strings, leather, nylon cord, etc. in various colors)

Choose five different colors of your material to be braided. Cut it into 3 foot lengths. Lay the lengths out together parallel, then fold in half to form a loop and knot the loose ends together. Place the knot under a toe to form a complete circle and loop one thread each over fingers 2, 3, 4, 8 and 9. Place digit 7 through the loops of thread on digits 4 and 3, grasp the thread looped over digit 2 with digit 7, pull it back through the loops on digits 3 and 4, pulling your hands about one foot apart to adjust the tension of the braid. Move the loop



around digit 3 to digit 2 and the thread around digit 4 to digit 3. You should now have loops of thread over digits 2, 3, 7, 8 and 9. Repeat the process, this time using digit 4 to pass through the loops around digits 7 and 8 to hook the thread around digit 9 and pull back through the loops around 8 and 7. Again pull hands about one foot apart. Adjusting the tension after each braid keeps the braids a consistent size. A rhythm should develop: in, in, over, up, up.

When the braids are of the desired length for the item being made, knot the threads at the last braid and cut off excess thread. This is a basic explanation of how to braid. Encourage the kids to use their creativity to determine what item they can make, what materials would be best for that particular item, and how to tie off and fasten the braids on the completed item. Suggested items to be made: bracelets, ankle bracelets, necklaces, head bands, key chains, belts.

Jumping Rope Variations

Speed Rope Jumping

(1 rope, 2 turners) - Players can have two tries and count the best one. Count the number of jumps in a ten-second period. Try to improve each turn.

Double Dutch

For double dutch singles, 2 ropes are turned simultaneously in egg beater style by 2 turners while a jumper jumps within the moving ropes.

For double dutch double, use 2 ropes, 2 turners, and 2 jumpers.

For double dutch instruction manuals and films, contact the American Double Dutch League, PO Box 776, Bronx NY 10451.

Clay and Modeling

Feel like making mudpies with good ol' mud and water? Here are a couple of alternatives for indoor use.

Salt Dough

1 c. salt	1 1/2 c. water
4 c. flour	4 T. cooking oil

This dough is suitable for small sculptures and may be rolled and cut with cookie cutters. Bake products 45 minutes at 350 degrees. Varnish or paint with acrylic paint.

Oil Alum Clay

3/4 c. flour	1 1/2 t. cooking oil
1/2 c. salt	1/2 c. boiling water
1 1/2 t. alum	food coloring

Combine flour, salt, and alum. Set aside. Boil water and add oil to it. Add oil and water mix to other ingredients. Mix well. Add food coloring. Knead. This clay will store in a tightly covered container for several months without refrigeration; but it also can dry hard overnight. It can be painted when dry.

And what can you do with indoor clay? Make animals for a model farm. Make all the animals for a Noah's Ark or zoo. Make a diorama. Make a relief map . . .

For lots more clay and dough recipes, see *Mudworks* by Mary Ann F. Kohl.

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48 Activity Ideas

The minimum number of Activity Ideas in this issue is 48.

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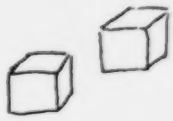
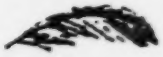
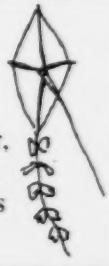
MARCH CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
GREEN	Learn Kermit the Frog's song "It's Not Easy Being Green."	Cut a sponge into a shamrock shape. Make prints with green tempera paint.	Make green jigglers or knox blox. 	Listen to a story about a leprechaun. Before looking at pictures, draw what you think a leprechaun looks like.	Plan a Treasure Hunt with shamrocks for clues or points, a rainbow and a pot of gold. Work in teams. Do each other's.
SPRING	Adopt a tree. Visit it daily. Look for leaf buds and/or flower buds.	Look for signs of spring — bulbs sprouting, birds returning, and perennials showing new growth.	Read aloud "The Wind" by Robert Louis Stevenson. How do the words make the sound of the wind?	Start some flower seeds indoors for later transplant outside. Marigolds are a good choice.	What are the colors of spring? Do a watercolor of spring colors you have seen (flowers, fashions, birds or eggs ...)
SPECIAL DAYS	March 2 was the birthday of Dr. Seuss. Read *The Cat in the Hat* or *Green Eggs and Ham.*	Michaelangelo was born March 6, 1475. Tape your paper to the bottom of the table and paint a self portrait while lying down.	Call a friend and play "Happy Birthday" to Alexander Graham Bell on a touchtone phone. 1 1 2 1 # 6 1 1 2 1 # 3 1 1 # # 8 4 1 # # 6 4 2 1	To appreciate the first pencil with an eraser, (March 30, 1858) practice writing with a dip pen or its equivalent. 	March 21 is the first day of spring. It is also New Year's Day in Iran. Make remembrances for your friends.
WOMEN'S HISTORY MONTH	Read aloud a biography of Harriet Tubman. Nicknamed Moses, she led over 300 slaves to freedom during the Civil War.	Quilting is a woman's art form. View a video on quilt making or look at quilts in a catalog.	Look at a quilt to discover how it is made of many small fabric pieces. Design a quilt block on paper with crayons.	Make a set of author's cards using the names of women authors and their poems, stories or novels.	Read *Little Women* by Louisa May Alcott or a "Little House" book by Laura Ingalls Wilder. Write your own story about growing up now.
PROP BOXES	Post Office. unopened junk mail, stamp pad and rubber stamp, gummed seals, mailbag, box for making mailbox, pretend money.	Restaurant. menus, dishes, silverware, napkins, order pad and pencil, apron, food magazines for cutting pictures, pretend money.	Gardening. trowels, peat pots and seed packets, outdoor tools, stakes, string, watering can.	Travel. maps, schedules, hats, sunglasses, carry bags, brochures, camera, tickets, "passports."	Kites. dowels, string, paste, newspaper, kitestring, cloth strips 
WEAVING	Collect plastic tomato and berry baskets. Weave ribbon or heavy giftwrap yarn in and out thru the holes.	Thread 5-7 warp threads through plastic straws. Weave the woof thread around, over and under them.	Cut rectangular pieces of plastic needlepoint canvas. Seal edges with tape. Sew yarn from space to space with a darning needle.	Try the toe weaving on p. 4.	Try weaving on a grand scale — with the back of the chair, a grille, the bleachers, a fence ...

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Oops ...

(continued from page 1)

believes that we should go further. "It is not enough to use early childhood research. We need to know more about school-age children and youth. What are the outcomes from participating in after school programs? What are they going to get from being there?"

Outcomes are the effects or gains that a child or youth experiences. Seligson feels the school-age field hasn't sufficiently identified these effects and that there has been almost no research on them.

"We are pretty sure of some of the experiences what we want in our school-age programs: drama, art, sports but we don't quite know why," says Seligson. "We don't know from the point of view of the individual child or youth."

"What is our mission for the individual child?," Seligson asks. "One goal we might set is that every child will find a hobby and develop the skills to pursue it." Out of this also will flow independence, responsibility and positive self-esteem as skills are developed and accomplishments achieved.

Seligson believes outcomes should be explored from many points. "What kinds of experiences are school-agers getting? What kinds should they be getting in the after school setting? Is it that we want them to do better in math, reading and school attendance by participating in a school-age program? Or is it that there's more to life? Is it that we may want to aim higher and help develop creative thinking skills, artistic expression, and social responsibility?

Seligson poses the final question about outcomes. "Don't we want to go beyond quality checklists? Don't we want to set individual goals as well as group and social goals for the children and youth that we we work with?"

Conferences

(continued from back page)

GEORGIA March 26-27, 1993
Revised Dates
Statewide Conference, Atlanta, GA
Contact: Anne Bramlette 404-373-7414

ILLINOIS March 26-27, 1993
7th Annual Spring School-Age Child Care Staff Conference, Chicago, IL
Contact: Traci Mehay 312-769-8008

PENNSYLVANIA April 2, 1993
New Listing
Third Annual Western PA SACC Alliance, Sharon PA
Contact: Sandra Jackley 412-367-2212

INDIANA April 15, 1993
IASACC Annual Conference to be paired with Midwest AEYC, Indianapolis IN
Contact: Evelyn Eschenhoff 317-266-9622

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance 5th Annual Conference,
St. Paul, MN
Contact: Deb Ukura 612-933-9150

TENNESSEE May 17-19, 1993
New Listing
TN SAC Directors' Forum with Tracey Ballas, Steve Rosen, Liz Joye & Ellen Clippinger, Nashville TN
Contact: Rich Scofield 615-242-8464

CANADA May 28-29, 1992
Out-of-School Care Programming: The Basics Plus, Edmonton, Alberta
Contact: Margaret Eastwood 403-462-5615

DO WE HAVE YOUR SAC CONFERENCE DATES?

Child & Dependent Care Tax Credit Like $ in the Bank

One of the most helpful and important ways programs can add dollars to their families' pockets is by making sure their families take advantage of money back child care tax credits which **families of all income levels are eligible** and the Earned Income Credit for families earning under $22,370.

School-Age NOTES has reprinted on page 7 the information provided by the National Women's Law Center and the Children's Defense Fund so programs can copy it for their families.

IN SPANISH OR ENGLISH

Child Care Tax Credit posters and flyers like the one on page 7 are available in either Spanish or English. Contact: National Women's Law Center (202) 328-5160

CCIE Tackles SAC

Child Care Information Exchange, the leading child care directors' magazine, surveyed members of the National School-Age Child Care Alliance, interviewed directors and reviewed the literature on SAC to feature it in the January 1993 issue. (See back page.)

An interview with Cindy Teachy, Director of the Faith Lutheran Church Afterschool Program, Lexington, KY provided the following insights: "Building relationships is the most important thing we do here ... We create a family to promote lifetime friendships among the children." Teachy says they facilitate this by focusing on: – SPACE DESIGN, the physical environment tells kids what they can do – PROGRAM DESIGN, flexibility and choice are the main structure, – TYPE OF ACTIVITY, geared for different developmental levels and choice of interests, – ATTITUDE, "We like to have fun." – RESPECT FOR EACH CHILD, "Behavior problems are the kids' way of saying that they're not happy with the program the way it is." – CHOICE, the opportunity to "learn how to plan their own play." – CONTINUITY, providing consistency and stability for children and families bridging school and home.

Travels with Rich

Rich Scofield, Editor and Publisher of *School-Age NOTES* will be on the road this spring presenting keynotes and workshops. If you are at any of these events, make sure you say hello.

March 20-21 AYCE, Mannheim, Germany
March 26 SACUS, Biloxi MS
April 3 Hastings NE
April 30-May 1 NSACCA, St. Paul MN
May 28 CCCF, Toronto, ONT., Canada

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LOWER YOUR TAXES OR INCREASE YOUR REFUND

Claim the Earned Income Credit and Child & Dependent Care Credit

EARNED INCOME CREDIT

You are eligible for an Earned Income Credit of up to $2,211 if you have 1992 family earnings under $22,370 and have one or more "qualifying" children. A "qualifying" child is a child who:

- is your son, daughter, adopted child, grandchild, stepchild, or foster child; and
- on December 31, 1992, is under age 19, or under age 24 and a full-time student, or any age and permanently and totally disabled; and
- lived with you for more than six months in 1992 (but if the child is your foster child, he or she must have lived with you for the whole year).

Even if you don't owe taxes you may be eligible for a refund check simply by claiming the credit. In general, the lower your income the larger your credit. If you have two or more children, a child born in 1992, or health insurance premium expenses for a policy covering a child, your credit will also be larger.

To claim the Earned Income Credit, you must file a separate form, called "Schedule EIC," with your tax return. If you fill out the front page of Schedule EIC and write "EIC" on the Earned Income Credit line of your tax form, IRS will figure your credit for you.

CHILD AND DEPENDENT CARE CREDIT

You are eligible for a Child and Dependent Care Credit of up to $1,440 if you:

- have child care expenses for one or more children under age 13 who live with you; and
- pay for the care to enable you to work or look for work (if you are married, both you and your spouse must be working or looking for work, or one spouse may be a full-time student, or unable to care for him or herself).

Families of all income levels are eligible. The higher your child care expenses and the lower the amount of your income, the larger your credit.

To take the Child and Dependent Care Credit, you must file a separate "schedule" or form with your tax return. With tax form 1040, file Form 2441. With tax form 1040A, file Schedule 2. Include the amount of your credit on the Credit for Child and Dependent Care expenses line of your tax form.

FOR MORE INFORMATION

For both the Earned Income Credit and the Child and Dependent Care Credit, special rules may apply in special cases. For more information, call 1-800-TAX-1040 toll free or contact your local Volunteer Income Tax Assistance (VITA) clinic for free assistance.

Distributed by National Women's Law Center and The Children's Defense Fund

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National Women's History Month - March

March is National Women's History Month. To help you get started with ideas and activities, write for the *1993 Women's History Calendar.*

This catalog, of the National Women's History Project, offers posters, biographies, games and activities, videos and films on the contributions and achievements of women of all races and economic situations.

A few of the books we would recommend are:

Famous American Women: A Biographical Dictionary from Colonial Times to the Present (1980) by Robert McHenry, ed. 1,022 biographical sketches are arranged alphabetically and indexed by field. $10.95

A Salute to Historic Black Women by Dorothy M. Love. 32-page pamphlet gives information on 24 black women who have made significant contributions.

Black Women, Makers of History: A Portrait by George F. Lucas. 102 women who achieved in a variety of fields. 202 pp. paperback with photos. $22.95.

Las Mujeres: Mexican American/ Chicana Women by NWHP. Spanish/ English biographies of 17 women with photos. $7.50.

All of these resources and more are available from NWHP, 7738 Bell Rd, Windsor CA 95492. Tel. 707-838-6000.

SAC Makes CCIE

Child Care Information Exchange, the leading child care director's magazine, has featured school-age care in its January 1993 issue. (See article p. 6)

School-Age NOTES subscribers not familiar with this great resource for child care directors may request a free copy of this issue while supplies last. Call 800-221-2864. Also ask about their great reprints on subjects such as marketing, fundraising, center money management, and improving staff performance and skills.

Not Available

FunTime Recipes free brochure of non-edible recipes is apparently not available. Mail sent to the PO Box we listed in our December issue has been returned. If anyone has an update on this, please contact us.

Catalogs

Humor Resources - Books, Videos, and other tools to help develop humor. FREE catalog — The Humor Project, 110 Spring St., Saratoga Springs NY 12866 (518) 587-8770

Teacher Training on Video — FREE catalog: South Carolina ETV, Box 11000, Columbia SC 29211 (800) 553-7752

SAC CONFERENCES

COLORADO February 17, 1993
Colorado Alliance for Quality School-Age Programs (CASQSAP) Mini-Conference, Denver CO
Contact: Sandy Whittall 303-680-6111

CALIFORNIA February 26-27, 1993
11th Annual CSAC Conference, Ft. Hill College (Los Altos Hills near San Jose)
Contact: Karen Haas-Foletta 415-753-1113

NORTH CAROLINA March 5-6, 1993
1993 NC SACC Conference, Research Triangle Park, NC Contact: Dr. Eddie Locklear 919-515-6387

OKLAHOMA March 6, 1993 **New Listing**
OK SACC Coalition Conference
Oklahoma City, OK
Contact: LuAnn Faulkner 405-521-3561

PENNSYLVANIA March 6 & 13, 1993
4th Annual Beating the Heat Summer Fun for SACC, Penn Wynne PA
Contact: Lauren Atwell-Douglas 215-643-0569

RHODE ISLAND March 13, 1993 **New Listing**
SAC Track at RI Early Childhood Conference, Coventry RI. **Contact:** JoAnne Howard 401-456-8594

KENTUCKY March 12-13, 1993
KY Coalition for SACC Conference, Louisville, KY
Contact: Ruth Fitzpatrick 606-257-5083

NEW JERSEY March 12-13, 1993
6th Annual NJ SACC Conference
Merv Griffin's Resorts Hotel and Casino
Atlantic City NJ
Contact: Joanne Cleffi-Miller 201-328-0881

FLORIDA March 13, 1993
3rd Annual SACC Conference, Investing in Quality, Miami Dade Community College, Miami FL, 9am-2:45pm
Contact: Zulema Gomez 305-237-1731

FLORIDA March 12-13, 1993
Florida School-Age Child Care Coalition
7th Annual Symposium for School-Age Child Care, Tampa, FL **Contact:** Jim Atkinson 407-539-6269

OHIO March 14-16, 1993 Sunday-Tuesday
Ohio Early Childhood Education and School-Age Child Care Conference, Columbus, OH
Contact: Rhonda Dickson 614-262-4545

ALASKA **New Listing** SAC Training with Tracey Ballas & Steve Rosen, Anchorage March 18-20 Call Marc Robinson 345-3722; Juneau March 21 and Ketchikan March 23-24 Call Mary Lorence 789-0825
(continued on page 6)

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Summer Programs and Year-Round Tips for Working with Older Kids

S.P.I.R.I.T.

Summer **P**rogram **I**nfluencing **R**esponsibility **I**nitiative and **T**ogetherness

by Sherry Wicks

S.P.I.R.I.T. is a Play Centers pilot program for 5th through 8th graders. Last summer was the first for the program. This summer we will build on the experience.

Before beginning this program, several of us sat down and tried to anticipate the challenges that would arise in caring for over 75 pre-adolescents during a ten-week period. We concluded that most pre-adolescents are at a stage of development where they will challenge anything that resembles authority.

Empowerment as a Programming Tool

We decided to hold elections at the two centers and selected a president for each The president sat in on staff meetings and gave input regarding the success/failure of activities, trips and projects, made suggestions for future plans and was consulted on the center's budget. Apart from a few disappointed candidates, the kids generally respected and gave feedback to their president. The idea to turn the "authority" over to the kids worked for the most part. Of course, it doesn't resolve all the issues.

In the beginning of the program, we had each child sign a behavioral contract with the hope of his/her responding with compliance and respect for his/her agreement. However, one-dimensional ideas on paper don't always work out with three-dimensional pre-adolescents. As a result, we had our share of "behavior problems". Two children ran away from the center because of problems at home; one child tried to strangle another; one kid purposefully ostracized another — the list goes on. It is my contention that in order to be part of a program whose main population is 10-14 year olds, one must be ready for anything.

At this age, children are trying to establish an identity: Who am I? Where do I belong? Do people like me? In trying to discover the answers to all of these questions, the kids could be very cruel to one another. The children judged each other on their clothes, their language, and even the way they walked. Between breaking up fights, we were drying tears. Working with this age group takes a lot of energy, creativity and perseverance.

The children judged each other on their clothes, their language, and even the way they walked. Between breaking up fights, we were drying tears. Working with this age group takes a lot of energy, creativity and perseverance.

Space to Spread Out

A concrete change that I advocated for this year is an enlarged space for the program. Although we were well within the prescribed and legal dimensions, pre-adolescents need "elbow room". I noticed last summer that, unlike preschoolers, pre-adolescents don't like others to touch them or "sit on top of" them. When one of our kids got angry or upset, it would have been ideal to have an area of the room that was quiet and allowed them to refocus. Generally, this frustrated child stayed frustrated and got in trouble.

Another challenge was the staggered entrance of the participants. Each week we

(continued on page 6)

INSIDE

Conflict Resources PAGE 3

April Ideas PAGE 4 & 5

National Survey PAGE 7

National SAC Conference BIG !!!

The National School-Age Child Care Alliance Conference April 28-May 2, 1993 is shaping up to be the largest one yet.We've even heard some Australians are packing their "swags."

Everybody is asking about Registration Forms. They were mailed the week of Feb. 22 third class mail to all NSACCA members and those who have requested them. Allow 2-3 weeks. If you don't get one by March 22, call Deb Ukura 612-933-9150.

Workshop Titles to Excite You

Yea But He Hit Me Harder: Conflict Resolution by Mediation

How to Keep that Ugly Dragon, "Staff Turnover" from Rearing Its Head

Marvelous Middle-Agers: Programs for 6-8th Graders

Managing Multi-Site Programs

Successfully Shared Space Ideas

SACC Family Activity Nights

Orientation: Preparing New Staff

Management Issues Facing Large SAC Programs

Older Kids Council Programming

Expanding into a New School District

Awe-Inspiring But Cheap Environments for School-Age Programs

NSACCA '94 see page 6

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Readers Find Absence of Black History Month "Shocking," "Disheartening"

Dear Mr. Scofield,

Girls Incorporated of Lynn, Massachusetts provides after school programs for girls ages 6-15. We provide both a School-Age Day Care and an After School Program.

Over the years we have used many suggestions in *School-Age NOTES* and find the "Curriculum Corner" particularly beneficial. It has on many occasions assisted my staff when planning special events for a celebration that is held during the month.

That is why I was shocked, surprised and disappointed that in your January 1993 issue there was NO mention nor program ideas surrounding Black History Month!

In the "Curriculum Corner" the monthly celebrations highlighted were: Heart Month, Children's Dental Health Month, and International Friendship Month. I do agree that these events are worthy of mention, however, to the exclusion of a very important and meaningful celebration of the African-American culture I feel this is negligent.

We will celebrate Black History Month along with the celebrations of Heart Month, Children's Dental Health Month, and International Friendship Month. I hope that in the future you will realize the importance of Black History Month and will include programs ideas in your publication.

Lisa M. Willis
Center Programs Director
Girls Incorporated of Lynn, MA

Dear Richard Scofield,

I usually look forward to the Curriculum Corner and the Activity Suggestions in your publication. However, I was very disappointed that February's suggestions in the January issue did not contain a category for Black History Month.

The monthly themes that were included seem to be less obvious choices than Black History for the month of February.

Since your newsletter usually promotes cultural diversity in the activities suggested, I was disheartened by the omission. I feel that it was something that needed to be brought to your attention.

Sarah Abhalter
Pre-teen Afterschool Program
Pius XII North Bronx Family Service Center, Bronx, NY

Publisher's Response

Thank you both for your concern. The absence of Black History Month in the January issue does not reflect our commitment to issues related to diversity, nor does it indicate a view that celebrating Black History Month is unimportant. Instead, it was not included for three distinctly different reasons.

It seems clear that culturally-sensitive holidays and celebrations need recognition and discussion both on their dates and as we integrate their specific issues and themes throughout the year.

First, this fall we fell behind on our publishing schedule, and we cut material to avoid dated, time-specific activity ideas which would arrive too late to use. We advanced the monthly calendar and activities (pages four and five) so that February ideas were in the January issue and this March issue has April ideas etc. In doing so, we dropped an entire set which had included among other things both activities and curriculum corner for Kwanza observance. We ran instead in December the January activities related to Martin Luther King, Jr. Day and other January observances such as George Washington Carver's birthday. Concerned that printing paper availability or mailing snags might further delay the Januray issue past the beginning of February, we left out Black History Month and added more generic programming ideas that could be used any time. Even dental health and international friendship could be used at another time.

The second reason for the absence of specific Black History Month ideas has been touched on in the articles by Laura Zeisler in the February issue and page 3 of this issue. These point out that issues related to multiculturalism, civil rights, peace and a more global rather than Euro-centric approach to history should be spread across every month, week, day of the year. I believe this is better than isolating and perhaps trivializing them by making them diversity-programming benchmarks on a calendar to be checked off and not discussed until the next time they come around. In fact, there has been debate in the African-American community as to whether celebrating black history during a specific month undermines efforts to study it year round.

Third, the curriculum corner was never intended to be an all-inclusive programming plan.The role of adults in school-age programs is to provide ideas; to be a spark not the complete flame; to act as a facilitator of children's interests and needs not as the afternoon entertainer or director of activities. The Curriculum Corner tries to give unusual ideas, a little out of the ordinary, less obvious. We try to avoid building ideas around the commercial-holiday-per-month idea, and to offer something a little removed from holiday and celebration themes covered during the schoolday and/or heavily emphasized by TV, newspapers, magazines and youth media.

Leaving out Black History Month was a mistake even if we thought we were doing what was best at that point. It seems clear that culturally-sensitive holidays and celebrations need recognition and discussion both on their dates and as we integrate their specific issues and themes throughout the year.

Finally I thank both of our readers who felt strongly enough to compose and send their letters. Many readers probably felt similarly. It was important that it was brought to our attention. It has made a difference and we will be more sensitive to these programming issues in the future.

Rich Scofield
Editor/Publisher

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Resources and Ideas for Peace Year-Round

by Laura Mason Zeisler

In the February issue Laura Zeisler reminded us to integrate specific issues and themes into our curriculum throughout the year and not just on specific holidays and celebrations. We must focus on peace, conflict resolution, social justice, freedom, African-American contributions to society, Latino culture and history and those of other cultures not just during the December holidays, Black History Month, Chinese New Year, or Cinco de Mayo but throughout the year.

One way to initiate year-round integration of ideas related to peace is through children's books related to these topics. There is a wide selection of books which offer substantial background and support activities for exploring the aforementioned themes and issues. A number of these books are for the adult to examine how the environment is structured on three levels — physically, interpersonally, and in terms of activities. Some focus more on activities, and therefore have quicker practical application. However, it is essential to establish a solid foundation upon which cooperation, peace, self-esteem, problem solving and conflict resolution can be developed.

The following is a selected list of recommended books:

Crary, Elizabeth. Kids Can Cooperate: *A practical guide to teaching problem solving.*

Drew, Naomi. *Learning the Skills of Peacemaking: An Activity Guide for Elementary-Age Children on Communicating, Cooperating, Resolving Conflict.*

Fluegelman, Andrew. *More New Games! . . . and Playful Ideas from the New Games Foundation.*

Ibid, edited by. *The New Games Book.*

Fry-Miller, Kathleen and Judith Myers-Wall. *Young Peacemakers Project Book.*

Fry-Miller, Kathleen and Judith Myers-Wall, and Janet Domer-Shank. *Peace Works: Young Peacemakers Project Book II.*

Jenkins, Peggy. *The Joyful Child: A Sourcebook of Activities and Ideas for Releasing Children's Natural Joy.*

Judson, Stephanie, compiled and edited by. *A Manual on Nonviolence and Children.*

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom.*

Orlick, Terry. *The Second Cooperative Sports and Games Book.*

It is essential to establish a solid foundation upon which cooperation, peace, self-esteem, problem solving and conflict resolution can be developed.

The following are a beginning selection of vendors for finding a variety of books for both children and adults around issues of peace, conflict resolution and diversity all have catalogs free upon request:

The Children's Small Press Collection
719 N. Fourth Avenue
Ann Arbor, MI 48104
800-221-8056

Claudia's Caravan
P.O. Box 1582
Alameda, CA 94501
510-521-7871

The Education Center of RI
50 Rounds Ave.
Providence, RI 02907
401-941-4114

Global Village, Inc.
2210 Wilshire Blvd. #262
Santa Monica, CA 90403
310-204-4018

Gryphon House
P.O. Box 275
Mt. Rainier, MD
800-638-0928

New Society Publishers
4527 Springfield Avenue
Philadelphia, PA 19143
215-382-6543

Savanna Books
858 Massachusetts Ave.
Cambridge, MA 02139
617-868-3423

Scholastic, Inc.
730 Broadway
New York, NY 10003
800-325-6149

The integration of the underlying philosophy of respect for people and achieving balance both personally and more globally, in society, is essential. It does not need to start with a specific holiday or as a resolution at the beginning of the new year or beginning of a new unit in a class. The ideas discussed in the last issue and this one plus the resources cited can be a starting point, or a point along a continuum, to become familiar with these themes and issues and build a resource library which can be used throughout the year. We *can* make a difference in children's lives, as well as in society as a whole, by giving children the tools to:

- resolve conflict peacefully
- challenge and counteract negative bias and discrimination
- develop strong, positive self-esteem; and
- create a balance in their lives both internally and externally.

Make holidays a beginning to foster better understanding about ourselves and others.

For more information contact: Laura Mason Zeisler, Education and School-Age Care Consultant, Explorations Unlimited, 771 Plainfield Pike, N. Scituate, RI 02857, (401) 647-5502.

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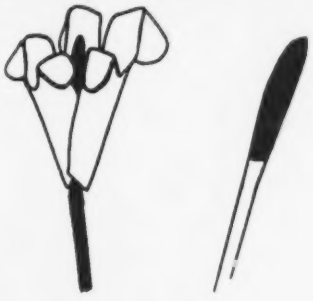
Handprint Lilies

Draw around your hand for the blossom of the lily. Cut out the handprint. Roll the handprint as shown to form a cone-shape. Curl the fingers and thumb with a scissor blade. Cut the stamen and the stem in one piece as shown after coloring the top for the stamen and the bottom for the stem. Slip the stem through the point of the cone. The stamen should be too large to pass through.



Outdoor Active Games

Elbow Tag

One player will be chased and one player will chase. The others players pair off and each pair links elbows in such a way that one partner faces front and the other faces the opposite direction. Players keep both hands on their hips.

The chase takes place among and through these player pairs. To be safe, the one chased links elbows with one of the player pairs. He must link on in such a way that he faces the opposite direction of the one he is linked to. When he links on, the player on the other end of the threesome must drop off and become the one chased.

The object of this game is to involve as many pairs as possible and to change the runners as often as possible. If the group is large, have 2 chasers and 2 chased.

- adapted from *Great Games to Play with Groups*, p. 47.

Hurricane Tag

This tag is for 4 players. Divide a larger group into groups of 4. Each group will select an *It* and an *Eye*. *It* will stand alone but the other 3 players will join hands. The object is for *It* to tag the *Eye*. The other players will try to protect the *Eye* by twisting and turning while running away, but without dropping hands. When *It* tags the *Eye*, the *Eye* becomes *It*. The players choose another *Eye* and play continues.

- adapted from *How to Play with Kids*, p. 83.

Ghana Jump Rope

In Ghana jump rope is played with a bag of small rocks tied to the end of a rope. One player swings the rope in a circle and the other players jump over it. If a player fails to jump over the rope, the player is out.

The game may be adapted using a beanbag on the end of the rope. When a player misses, let him stand out only until another player misses.

-adapted from *Cultural Awareness for Children*, p.21.

Statue Tag

One player will be the Statue Maker and one will be the Buyer. The other players will be statues. The Statue Maker will take each player in turn by the hand and swing her around gently. When he lets her go, she will freeze in whatever position she ends up.

When all the players have become statues, the Buyer will come and look at each statue.. The Statue Maker will name the statue and press a button on the statue's hand to unfreeze the statue and let her perform. After viewing all the statues, the Buyer selects one and pays $10. The Buyer pantomimes counting the dollars one by one to the Statue Maker. As soon as the buyer starts to count, the statues can start to run. The Buyer must catch one but cannot start to run until the counting is completed.

The statue chosen will be the next Statue Maker, and the statue caught will be the next Buyer.

-A variation of this game will be found in *Simply Fun!* on p. 30.

Sticky Hands

This is a type of tag in which each player has three chances. When *It* tags a player, the player must keep a hand on the spot where she was tagged as she continues to play. When she is tagged a second time, she puts her other hand on the new spot. The third time she is tagged, she will become *It* because she cannot cover 3 spots.

-adapted from *Outrageous Outdoor Games Book*, p. 119.

Kangaroo Relay

You will need 2 playground balls and 2 teams. Arrange each team in a line. At a signal, players pass the ball overhead to the rear of the line. The player at the end of the line places the ball between his knees and his hands on his hips and hops to the head of the line where he hands the ball back overhead to continue the relay.

-adapted from *Games We Should Play In School*, p. 47

All of the game books cited on this page are available from School-Age NOTES.

Penpals

For a penpal list and *Helpful Tips for Good Letter Writing to Children in Other Countries*, send a self-addressed stamped envelope to Information Center on Children's Cultures, US Committee for UNICEF, 331 E 38th St NY NY 10016.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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APRIL CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
WATERCOLORS	Watercolors are good for pastel colors & washes. Paint a rainy day scene with watercolors.	Draw a picture with crayons & paint over it with watercolors. The wax in the crayons will repel the paint.	Draw a picture with pentels and paint over it in watercolors. The water should soften the edges of the marker lines and create a blended effect.	Wet the paper first before painting with watercolors. This creates soft colors and blended edges – maybe some new colors.	Sprinkle salt on a watercolor painting while it is still wet. When it dries, the salt will sparkle.
BUTTERFLIES	Color a butterfly with crayon as thick as you can. Rub the back of the paper with baby oil. Your butterfly will appear.	Create a butterfly with crayon shavings ironed between 2 sheets of waxed paper.	Crease paper at center. Lay flat. Paint butterfly body on centerfold. Do one wing. Blot it with other half of paper for mirror design.	Make a butterfly mosaic with glue and bits of colored egg shell.	Cut a butterfly from colored paper. Decorate both the top and bottom. Suspend with a thread so both sides are seen.
APRIL 18-24 EARTH WEEK	From A to Z. On a map or globe, find a country that begins with each letter of the alphabet.	Make a "Green Award." Present it to someone who is teaching everyone about recycling.	Earth Day is April 22. Have a birthday party for the Earth. Use Earth-friendly supplies. Give a present to the Earth.	After a rain, go outdoors and smell the Earth.	Write letters to penpals. See p. 4 for a resource on how to write good letters and where to get a list of penpal requests.
SPECIAL DAYS	Hans Christian Andersen's birthday April 2 is International Children's Book Day. Read a story about children in another country.	April 4-10 is National Library Week. Arrange a visit to your school library.	Passover is April 6. Easter is April 11. Make handprint lilies in white or color.	April 7 is World Health Day. Find out about the World Health Org. of the UN. What can you do to help?	April 28 is Spring Gardening Day. In some states it is a safe day for transplanting outdoors. If not, prepare a plot and plan ahead.
GET OUT OF THAT RUT	Change "Duck, Duck, Goose" to "Worm, Worm, Snake." Crawl, not run, around the circle.	Invite a beekeeper to explain his craft. Serve biscuits and honey. or Try out a pogo stick.	Ask an antique collector to show several outmoded household gadgets. Guess what they were used for.	Invite a student from another country to share games, crafts or songs from his country.	Attempt a puzzle with 500 pieces (or 1000, depending on the challenge).
IT'S OUR SUMMER PROGRAM	Recall the fun things we did last summer – photos, projects, field trips. Arrange a bulletin board or slide show about the summer program.	Brainstorm for summer field trips, projects and activities for this summer.	Have kids make a list of where family members work. Do these suggest experiences for this summer?	Let the kids call for price information and help plan a budget for summer.	What characteristics do kids recommend in a summer caregiver? What questions would they ask in an interview?

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Conferences

(continued from back page)

NEBRASKA April 3, 1993 **New Listing**
Creating Curriculum Choices that Work with both Younger and Older Kids, 1-Day Seminar by Rich Scofield, Hastings NE
Contact: Carla Zaroban 402-463-3139

INDIANA April 15, 1993
IASACC Annual Conference to be paired with Midwest AEYC, Indianapolis IN
Contact: Evelyn Eschenhoff 317-266-9622

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance 5th Annual Conference, St. Paul, MN
Contact: Deb Ukura 612-933-9150

TENNESSEE May 17-19, 1993
TN SAC Directors' Forum with Tracey Ballas, Steve Rosen, Liz Joye & Ellen Clippinger, Nashville TN
Contact: Rich Scofield 615-242-8464

CANADA May 28-29, 1992
Out-of-School Care Programming: The Basics Plus, Edmonton, Alberta
Contact: Margaret Eastwood 403-462-5615

WASHINGTON August 6-7, 1993
New Listing
WA School-Age Care Alliance Annual Conference, Yakima, WA
Contact: Lynn B. Wirta 206-782-2611

DO WE HAVE YOUR SAC CONFERENCE DATES?

... Older Kids

(continued from front page)

had new children coming and going. Basically, the group was constantly reforming and establishing new rules and boundaries. Even though this dilemma wasn't resolvable, it helped that my staff and I were able to understand the origins of the challenges and difficulties the kids were having in constantly gaining and losing friends.

What Did & Didn't Work

From the feedback I received from the kids in an end-of-summer survey, the museum/educational trips were not the greatest successes. The trips they enjoyed most were an amusement park; an adventure camp; a social club; swimming, fun-in-the-sun, etc. The kids liked the trips that allowed them to express themselves physically and that allowed them to have "free-form-fun". Looking back, I had the most "behavior problems" when the kids were bored or unchallenged. This year, I am not looking to exclude the "educational trips", but I am finding trips that stimulate them on both a cognitive and a physical level.

Tips for Successful Trips

I believe the kids got a lot of pleasure from the summer. Some of the most successful trips and activities were a car wash which the kids were in charge of; the trip to the amusement park (Hershey Park); the publishing of the "Dragon", the center's magazine; the election; and an Olympics. The trips and activities that were most successful had certain elements:

- The activity or trip incorporated some use of physical activity.
- The kids enjoyed the trips and activities that were new to them and that they hadn't done in school.
- It was important to the kids that they were doing something that the younger children of Play Centers couldn't do. For example, the S.P.I.R.I.T. kids decorated for the center-wide beach party and dance, ran the center-wide carnival by monitoring booths and assisting the younger kids, and were allowed to drink sodas and chew gum. This year, I hope to have a Junior Helper Day, where the S.P.I.R.I.T. kids go into other centers and become assistant counselors.

I feel the program was very successful for its first year. It provided a service to parents who might have otherwise left their older children home unattended. The kids enjoyed coming, and many were reluctant to leave. We knew this because many of them lived in the neighboring areas and could walk home after 4:00 but didn't leave until 6:00 p.m. when we closed.

It takes a lot of hard work, planning, and patience to implement a program like S.P.I.R.I.T. but the rewards are endless. Regardless of the trials, tribulations and tears, S.P.I.R.I.T., Play Centers is fully committed to this program and ready to take on this summer's challenges.

[Editor's Note: For more on planning for summer see ITS OUR SUMMER PROGRAM on page 5]

Sherry Wicks is a director for The S.P.I.R.I.T. Program at Play Centers, Inc. in Baltimore, Maryland.

NSACCA '94 to be Philadelphia

Philadelphia, Penn. has been chosen by the Executive Board of the National School-Age Child Care Alliance for next year's conference site. Tentative dates are March 10-12, 1994 with March 3-5 as back-up. By announcing immediately, NSACCA hopes to prevent state/local SAC date conflicts with its national conference next year. A proposed site and date for 1995 will be approved in April.

SAC Survey

Be sure to fill out the national survey on the SAC profession developed by the National School-Age Child Care Alliance. (See p. 7) Share your thoughts on the direction and shape of school-age care.

What are the boundaries and definition of our field? With more public school programs for 4-year-olds, what is the lowest age to be included in the field of SAC? With more middle school and youth after school programs, what is the highest age? Where do after school drop-in programs fit in the SAC field?

April Important Child Care Month

Worthy Wage Campaign

Thursday, April 22, 1993 —
Have staff, children and parents wear buttons, t-shirts, ribbons, child's handprints etc. that are designated by local coordinators. Call Kate Asbury, Child Care Employee Project, Oakland, CA 510-653-9889 Pacific Time to get your local contact's name & number.

The Worthy Wage Coalition advocates for improved compensation for all child care workers including school-age providers.

Week of Young Child

April 18-24 How can your program participate? Check with your local AEYC for celebration activities all during April. Posters and promotional materials available from NAEYC 800-424-2460.

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NSACCA Survey

The Ad Hoc Committee on Professional Development of the National School-Age Child Care Alliance wants your comments on SAC professional development issues. Please take time to complete this survey, and return it to the address given below. Or fax it to (617) 283-3645.

This survey was sent recently to the NSACCA membership. It has been condensed here; please use a separate sheet of paper where necessary.

A. The future of school-age child care

1. School-age child care is most frequently defined as formally organized services for 5- to 13- year olds before and after school and all day when school is closed and parents are unavailable. Should NSACCA's definition of the field also include (check all that apply):

- ❑ four-year olds?
- ❑ 13-15 year olds?
- ❑ unlicensed drop-in after-school programs?
- ❑ remedial/tutorial programs?
- ❑ summer camp?
- ❑ recreation/sports programs?
- ❑ other _____

_____

Comments:

2. What do you think school-age child care will look like in 10-20 years? Check all that apply:

- ❑ Drop-in programs for older kids
- ❑ Three and four year olds in SAC
- ❑ More school-age care in schools
- ❑ More 10-15 year olds in school-age programs
- ❑ SACC programs will accommodate year round school schedules
- ❑ SACC programs will be part of multi service family centers in schools or community
- ❑ other (please explain): _____

_____

3. Several state alliances use the phrase "school-age care" rather that "school-age child care" in their organizational name and written material to be inclusive of older school-agers and youth. The issue of changing NSACCA's name to NSACA (National School-Age Care Alliance) is being considered by its Board of Directors. *Are you in favor of dropping "child" from NSACCA's name?*
Please circle: Yes No Undecided

4. Are you in favor of some kind of professional certification for school-age child care providers such as the Child Development Associate (CDA) Credential or though state licensing?
Please circle: Yes No Undecided

B. Your background in SACC

5. What is you current title (i.e. Director, Aide, Group Worker)? _____
Describe your current position:

Is this your first job? **Circle:** Yes No

6. How long have you worked in school-age child care? _____

7. What types of academic preparation did you receive before entering the school-age child care field? Check all areas of educational background that apply:

- ❑ school-age child care
- ❑ early childhood education
- ❑ elementary teacher education
- ❑ secondary teacher education
- ❑ recreation & leisure studies
- ❑ social work
- ❑ psychology
- ❑ other _____

_____

What is the highest degree you have obtained? (e.g. high school diploma, BA, M.Ed.) _____
In what field did you earn this degree?

_____

8. What training have you received since working in school-age child care?

- ❑ training/presentations during staff meetings
- ❑ workshops (about how many?)
- ❑ local SACC conferences (about how many?)
- ❑ NSACCA Conferences (how many?)
- ❑ continuing education courses (specify how many)
- ❑ SACC Leadership Institutes (specify how many)
- ❑ credit bearing college courses (specify how many) *title(s) of courses:*

_____

- ❑ other _____

_____

9. Is there any comprehensive training and professional development plan which includes school-age care in your state?
Please circle: Yes No Don't know

10. What training/preparation have you found most helpful in fulfilling the responsibilities of your current job?

11. What training, support, or networking have you been unable to find?

12. Do you plan to stay in SACC? Why or why not?

13. If you do not stay in the field, where will you go next?

14. What incentives do you have, or would you need to stay in the field?

15. Which of the following would you consider a promotion (check all that apply)?

- ❑ Stay in same job, but receive more pay
- ❑ Move to similar job with more responsibility
- ❑ Move to a new job
- ❑ Other: _____

_____

16. To what professional organizations do you belong?

- ❑ NSACCA (National School-Age Child Care Alliance)
- ❑ NAEYC (National Association for the Education of Young Children)
- ❑ NRPA (National Recreation and Park Association)
- ❑ ACEI (Association for Childhood Education International)
- ❑ NCEA (National Community Education Association)
- ❑ NEA (National Education Association)
- ❑ PTA's or PTO's
- ❑ NCCA (National Child Care Assoc.)
- ❑ local state organizations - please specify:

_____

- ❑ other _____

_____

Please send to Ellen Gannett, School-Age Child Care Project, Wellesley College, Wellesley, MA 02181-8259; or Fax to (617) 283-3645 by March 15, 1993.

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April - Child Abuse Prevention Month

The catalog of pamphlets and educational materials for children, parents, and providers/educators from the National Committee for the Prevention of Child Abuse reminds people that April is Child Abuse Prevention Month. Last year 2.7 million children in the United States were reported as suspected victims of abuse. The NCPCA is dedicated to stopping abuse before it happens. Chapters are in all 50 states and have some 120,000 volunteers working in areas such as public awareness and training.

For FREE catalog contact the NCPCA Fulfillment Center at 800-835-2671

CWLA Books

Child Welfare League of America lists some interesting titles:

Serving Children with HIV Infection in Child Day Care: A Guide for Center-Based and Family Day Care Providers (8.95);

Building Early Childhood Systems: A Resource Handbook by Jule Sugarman *(13.95);*

Guide for Establishing and Operating Day Care Centers for Young Children (14.95);

The CWLA Cultural Competence Self-Assessment Instrument (24.95);

CWLA Standards of Excellence for Child Day Care Service (14.50)

Contact CWLA's book center at Child Welfare League of America, c/o CSSC, PO Box 7816, Edison NJ 08818 (908) 225-1900

Women's Issues

While March is National Women's History Month, there are also current events in women's lives. A catalog of working papers and other publications from the Wellesley College Center for Research on Women, 106 Central St., Wellesley MA 02181-8259 lists many publications of interest to SAC advocates such as:

After School Programs for Low-Income Young Adolescents: Overview and Program Profiles;

The Bottom Line: Impact of Employer Child Care Subsidies;

Black Grandmothers: Sources of Artistic Consciousness and Personal Strength;

Becoming a Woman: Considerations in Educating Adolescents About Menstruation;

The AAUW Report: How Schools Shortchange Girls;

Day Care in Alberta, Canada: Overcoming the Barriers for Children with Disabilities

Oops... 1993 Women's History CATALOG not Calendar is FREE call 707-838-6000

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SAC CONFERENCES

PENNSYLVANIA March 6 & 13, 1993
4th Annual Beating the Heat Summer Fun for SACC, Penn Wynne PA
Contact: Lauren Atwell-Douglas 215-643-0569

RHODE ISLAND March 13, 1993
SAC Track at RI, Early Childhood Conference, Coventry RI **Contact:** JoAnne Howard 401-456-8594

KENTUCKY March 12-13, 1993
KY Coalition for SACC Conference Louisville, KY
Contact: Ruth Fitzpatrick 606-257-5083

NEW JERSEY March 12-13, 1993
6th Annual NJ SACC Conference
Merv Griffin's Resorts Hotel and Casino Atlantic City NJ
Contact: Joanne Cleffi-Miller 201-328-0881

FLORIDA March 13, 1993
3rd Annual SACC Conference, Investing in Quality, Miami Dade Community College, Miami FL, 9am-2:45pm **Contact:** Zulema Gomez 305-237-1731

FLORIDA March 12-13, 1993
Florida School-Age Child Care Coalition
7th Annual Symposium for School-Age Child Care, Tampa, FL **Contact:** Jim Atkinson 407-539-6269

OHIO March 14-16, 1993 Sunday-Tuesday
Ohio Early Childhood Education and School-Age Child Care Conference, Columbus, OH
Contact: Rhonda Dickson 614-262-4545

ALASKA SAC Training with Tracey Ballas & Steve Rosen, Anchorage March 18-20 Call Marc Robinson 345-3722; Juneau March 21 and Ketchikan March 23-24 Call Mary Lorence 789-0825

GEORGIA March 26-27, 1993 Revised Dates
Statewide Conference, Atlanta, GA
Contact: Anne Bramlette 404-373-7414

ILLINOIS March 26-27, 1993
7th Annual Spring School-Age Child Care Staff Conference, Chicago, IL
Contact: Traci Mehay 312-769-8008

UTAH March 26-27, 1993 New Listing
Keeping Cool Before and After School
Ogden, UT **Contact:** Janice Feller 801-399-8218

PENNSYLVANIA April 2, 1993
Third Annual Western PA SACC Alliance, Sharon PA
Contact: Sandra Jackley 412-367-2212

(continued on page 6)

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ADDRESS CORRECTION REQUESTED

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National Study Finally Arrives!

The Where, What, Why & How Many of Before & After School Programs

by Rich Scofield

Almost 50,000 programs
46% are in the South
1.7 million kids
83-90% are K-3rd grade

The long awaited study that looked at 1300 school-age care programs from a representative sampling of 144 counties across the country is now available.

Why is this study so important?

The huge scope of this study and the combination of forming a comprehensive statistical picture of SAC in the U.S. as well as painting a life picture of what goes on in SAC programs makes this the first and last such study for many years. This study will itself be studied and referenced for years to come. Congratulations to Michelle Seligson and the Wellesley SACC Project as well as RMC Research Corp., Mathematica Policy Research, Inc., and the U.S. Dept. of Education.

How Many Programs?

An estimated 49,500 programs provided before- and/or after-school services. Of these 71% provided both before and after school programs. These are only centers and does not include family day care or group homes in the number of programs or the number of children and youth served. Programs had to operate 4 days a week for at least 2 hours a day and not be exclusively drop-in. The age range was 5-13 (K-8th grade)

Where Are They?

Of the four areas of the country the South had 46% of all programs, followed by the West 21%, the Midwest 19%, and the Northeast 14%. Urban and suburban areas accounted for 87% of the programs with the rest categorized as rural.

Program Site: The three most common program locations were child care centers at 35%; public schools at 28% although they represented 35% of enrollment because public school sites had larger programs; and religious institutions at 14%. The other 23% were in six different types of locations: community centers, work sites, nonreligious private schools, universities, colleges, and municipal buildings.

Space: One of the most disturbing but not unexpected findings is that about half the programs are in shared space. Not surprising is that 67% of public school sites and 60% of religious institutions use shared space with 31% of SAC programs in child care centers sharing space. Disturbing because we know space and the environment is one of the key factors in quality care. Operating in cafeterias, gyms, and banquet halls is an almost impossible situation if trying to provide a home-like environment. Certainly one goal for the future of school-age care should be to increase the number of programs that have dedicated space.

How Many Kids?

In 1991 an estimated 1,714,000 children and youth in kindergarten through eighth grade were enrolled on a regular basis in formal before- and/or after-school programs in the U.S.

What Ages?

Not surprising is that SAC in the U.S. is mostly made up of children in K-3rd grade. In fact 90% of before school enrollments are prekindergarten through grade 3 and 83% of after school enrollments are in this age range. A surprising statistic was the percentage of prekindergarten in SAC programs. They figured into the statistics at 24% of A.M. programs and 14% of P.M. programs. See page 2 "Preschool Extended Day" for more on this.

Older Kids: Only 17% of after school enrollments were 4th grade and above. While K was 22%; 1st was 18%; 2nd was 16% and 3rd 14%, after school enrollment shows it dropped off with only 9% in 4th; 6% in 5th and 2% in 6th with less than 1% in grades 7 and higher.

How can I get a copy?

School-Age NOTES will continue to report on this study in future issues and you can also get your own copy. The executive summary is recommended as it is only 16 pages; the full report is 350 pages. Either or both can be ordered FREE (for single copies) from Barbara Murphy, U.S. Dept. Of Education, 400 Maryland Ave. S.W., Room 3127, Washington DC 20202 or leave a phone order with message machine at (202) 401-0590. Specify whether executive summary, full report or both and give the name of study which is the *National Study of Before- and After-School Programs*.

INSIDE

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How Hot is the Topic of Professionalism?

VERY – In one day we received three articles trying decide what is professionalism and do we want it, followed by another magazine with the entire issue devoted to the same subject. They are as follows:

Cover story on the Professional Teacher including "What Do You Mean, 'Professional'?" in *Educational Leadership* the Journal of the Association for Supervision and Curriculum Development, March 1993

"Defining Professionalization in a Different Voice..." in *Interaction* published by the Canadian Child Care Federation, Winter 1993

"Professionalizing the Field of ECE: Pros and Cons" in *Young Children* the Journal of the National Association for the Education of Young Children, March 1993

"Wanted: A New Model of Professionalism for SAC" an article submitted by Steve Musson, Vancouver, British Columbia

Professional Development Conference

The early childhood profession including school-age care as an integral part comes together again for the 1993 Conference of NAEYC's National Institute for Early Childhood Professional Development June 2-5 in Minneapolis, MN. CONTACT: Julienne Johnson at NAEYC 800-424-2460

Extended Day Preschool

Recent Request:
Please send any info on preschooler programs for extended day.

State Pre-K, W.T. Sherman School, Chicago IL

Editor's Comment:

We don't have specific information about this – does anyone else? This is one of the first requests received about preschool extended day programs. However, it comes at a time when the National BASP Study estimates that 189,123 prekindergarten children are in before school programs representing 24% of the before school enrollment and 218,552 are in after school programs representing 14% of the after school enrollment. What it doesn't say is whether they are there for only part of the program or there the same amount of time as the school-agers.

The school-age care profession should state emphatically that the preschool extended day is not a part of school-age care. It is a part of preschool child care.

A good early childhood program should have an integrated day so that the extended day while having fewer children is not suddenly a completely different program or a holding place until working parents come to pick up their children. The preschooler's full physical, mental, social, and emotional development must be considered holistically and not as separate programs just because separate funds are paying for different parts of the day.

The school-age care profession should state emphatically that the preschool extended day is not a part of school-age care. It is a part of preschool child care. The needs of preschoolers and school-agers are too different.

What may be needed is exploration of how part-day programs particularly school funded ones can accommodate working parents needs for full-day supervision and care.

Summer Programs for Older Kids

Dear SAN,
The Juneau RALLY Program is interested in receiving more information from Sherry Wicks regarding her "Summer Program and Year-Round Tips for Working with Older Kids" article in your March issue.

R.A.L.L.Y. Program
Juneau (Alaska) School District
(R.A.L.L.Y. = Recreation, Arts, Literature, & Leisure for Youth)

RALLY - For more on Summer Programs for Early Adolescents see our July 1992 issue which further describes Sherry's program called S.P.I.R.I.T. (Summer Programs Influencing Responsibility, Initiative, & Togetherness) plus a program for 12-15 year olds. CONTACT INFO: Sherry Wicks, Play Centers, PO Box 19042, Baltimore, MD 21284 Call after 3:30 ET at 410-661-6100

Gender Bias Survey

—Fern Marx from the Wellesley SACC Project called to let us know that over 200 replies were received from the Survey on Gender Equity in School-Age Care that we printed in the May 1992 issue. They are compiling the results now and will let us know when they are ready. The survey was prompted by the AAUW report "How Schools Shortchange Girls."

April 28 - Take Our Daughters to Work Day

This day is a part of nationwide campaign to build support for girls. It came about after a Harvard University study found adolescent girls had a damaging loss of self-esteem that was greater than the one experienced by boys.

On April 28, parents, relatives, and friends are encouraged to bring girls ages 9 to 15 to work with them whether that be to a car plant, hospital, bank boardroom or a SAC program.

Girls need to know what their parents do, and what other women around them do. They need to learn about management and teamwork and even how most jobs involve menial tasks such as filing and signing papers or refilling the copier or fax machine with paper.

National SAC Profession Survey

—Michelle Seligson from the Wellesley SACC Project reports that their offices have been taken over by many hundreds of responses to the survey sent to NSACCA members and which appeared in the March SAN issue. The first reporting of results will come at the NSACCA Conference during the SAC Professional Preparation workshop.

Other Comments

—Thank you for focusing on school-age children, who, as we know, need caring, supportive programs especially in these times. *Mari Litsky, Berkeley CA*

—We "devour" the monthly editions of SAN! Thanks!! *Sharon Schweninger, Pittsburgh PA*

—From a phone conversation from the state of Washington. "Rich, thanks to the conversation with you and the materials you sent, we were able to convince our agency to give us a 12% raise and 3 paid trainings a year."

School-Age NOTES

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Kids On Wheels: A Unique Summer Program

Kids On Wheels is a unique summer program developed out of necessity by the Niños Group, Inc. a for-profit child care company in San Antonio, Texas. It was initiated in 1986 to fill the school-age summer care needs of employees at a hospital where the Niños Group ran a preschool child care center.

Not having a van, gym or swimming pool for a summer program meant developing creative alternatives. The program was designed around the city bus system.

How It Works

At the beginning of the summer the children take a field trip to the central bus terminal to learn how the system works. Then they pin the bus system map to a wall at the center and plan their trips by where they can go by bus. To do that the children select 12 themes to explore during the summer program. They use the yellow pages to find addresses that are on bus routes.

Where They Go

The kids spend the summer "on wheels" learning about local historical sites, architecture, tourist attractions, the airport and photography.

Not having a van, gym or swimming pool for a summer program meant developing creative alternatives.

What They Do

The children make a scrapbook of their trips, using photographs, tape recordings, and interviews. They also design and make a group tee-shirt that they wear on all field trips. The weekly schedule is: on Mondays, they plan the trip. Tuesday through Thursday they go on field trips learning about their city and also go swimming on those days. On Fridays, they work on their scrapbooks. Each day they will be traveling they make their lunches. Then they plan the day according to bus routes and time schedules in order to make appointments or show times. At the end of each day they make notes and record their experiences.

Through interviewing key people, they have learned about city government from the mayor, about business and commerce from a bank president, and about the electronic media and entertainment field from a TV personality.

Children return year after year. The younger children look forward to the day they are old enough to go out on the town!

Barriers

To deal with safety concerns of both parents and staff in being on buses and out in the city, twice as many adults are assigned as required by licensing. Parents also volunteer for trips. Since the children do the planning and know that they have to be responsible, they are careful about their planning and their behavior on trips.

Rewards

Children return year after year. The younger children look forward to the day they are old enough to go out on the town! The children have gained self-esteem from doing their own planning and valuable independence and life skills by using the transit system. They have been on television, in the newspaper, and have had a memorable summer.

Adapted and reprinted by permission from BEST OF TEXAS YEARBOOK 1992 © Corporate Child Development Fund The 1993 edition of the yearbook is now available for $10 plus $2.50. Many different kinds of dependent care programs, drop-out prevention, drug abuse prevention, and teen pregnancy programs are described. Order from: Corporate Child Development Fund for Texas, 1611 West 6th St., Austin TX 78703. For more information about the yearbook and types of programs profiled contact Bibi Lobo Somyak 512-472-9971.

Lyme Disease Alert

May is Lyme Disease Awareness Month in Connecticut. The disease is named for Lyme, Connecticut, where it was first identified. Spread by tiny ticks — the size of a freckle in the larva stage and the size of a mustard seed as an adult — the disease causes arthritis, heart arrhythmias, swelling and stiffness of joints, facial paralysis and central nervous system disorders.

Early diagnosis is the key to treatment and recovery, but early symptoms resemble flu and are often hard to identify. In some cases there is a rash. Prevention is the best choice.

To lower risks, avoid tall grass or low brush, and check for ticks after being outdoors. Wear white or light colors outdoors and tuck pants into long socks. For exposed skin use insect repellent containing DEET. The same can be sprayed on clothing, especially trousers and socks. If dogs or cats go out, fit them with tick collars, check them often for ticks, keep them off the furniture, and don't sleep with them.

Areas most highly infested are Wisconsin, Minnesota, Massachusetts, Connecticut, New Jersey, and Pennsylvania. Only 5 mainland states are *not* affected: Montana, Wyoming, Nebraska, Arizona and New Mexico.

Don't be afraid to go out, but take precautions.

New Address

NAEYC moved in January. The new address is 1509 16th St. NW, Washington DC 20036-1426. Phones are the same.

May & Summer Planning

This month's Curriculum Corner is a combination Month-of-May and Planning for Summer.

May is the time to plan specific activities for your summer program on a week-to-week basis related to your goals and themes. Put together resource packets on each theme with recommendations of books and resources for adults and for the children, directions for craft projects, recipes, songs, skits and dramatizations, field trips, and a few words of encouragement.

May is also a transition time when the children may enjoy the security of familiar routines and schedules in so far as we are able to provide them. A little understanding of the anxieties may help too. The end of the school year and anticipation of new arrangements for summer can be disarming.

Summer, Older Kids & Projects

Longer days in summer give an opportunity for older school-agers to plan and undertake projects of several days or weeks duration.

Think of a combination of projects that

* develop a new skill
* advance to the next skill level
* give a feeling of personal satisfaction and accomplishment
* give something to the community
* help persons in need

Spend some time each day shooting baskets or running cross country to compete with your own previous record and spend some time with a team to develop team skills. Learn to do something you have never tried before — basketry, folding paper, photography, diving, or whatever your resources and capabilities can offer.

Summer affords opportunity for dramatics. See a play. Critique the acting, costumes, settings and technical effects in a play or movie on video. Prepare a choral reading. Tape a "radio play" with sound effects and different voices to differentiate the characters. Prepare pantomimes. Do a reading or monologue in character.

As a group, explore possible community service or earth friendly projects you could do. First brainstorm. Then discuss feasibility of each suggestion. Be a facilitator but let the children take the lead. Let them feel some ownership of the project. Help them to carry through.

Native American Indian Crafts

May is Native American Indian Month. We are offering a 3-book set: *How to Do Beadwork* by Mary White, *Basketry* by F.J. Christopher, and *Finger Weaving: Indian Braiding* by Alta R. Turner

These three books are *how to* books designed to teach specific skills which can be used by older children and youth to make authentic Native American Indian crafts.

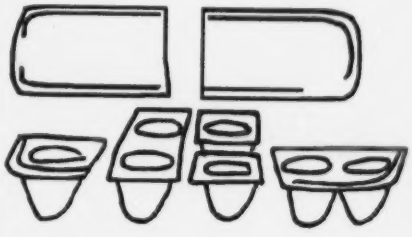
The beadwork book, for instance, includes loom weaving or diagonal weaving with beads, as well as beadwork on canvas. Remember seed beads are very small and not for everyone, but the challenge level and authenticity are worth it for older kids.

Finger weaving is flat braiding done without a loom. A dowel and a safety pin suffice, and threads are interlaced. The basketry book has techniques for weaving with reed, willow, rushes, raffia and Hong Kong grass. Many of these crafts will take time to complete and may be done over days or weeks. We recommend looking into these now for possible summer activities.

The set of three books is available through School-Age NOTES for $12.95 ($11.95 for subscribers) plus $2.50 shipping/handling.

EcoArt

For younger school-agers try *EcoArt: Earth-Friendly Art and Craft Experiences for 3- to 9-year olds* by Laurie Carlson. This is a neat book for summer with lots of things to make with materials found outdoors, as well as new ideas for the standard reusables — juice cans, plastic jugs, egg cartons, and so on.



EcoArt is available through School-Age NOTES for $12.95 ($11.95 for subscribers) plus $2.50 shipping/handling.

Be Sensitive

May is Older Americans Month. See p. 5. Be sensitive to family circumstances. Every child might not have grandparents or some may be estranged.

Resources

* "Older Americans in Early Childhood Programs: Why and How," *Young Children* March 1993
* *Guidelines for the Productive Employment of Older Adults in Child Care*, $3, NAEYC, 1509 16th St NW, Washington DC 20036-1426.

46 Activity Ideas

The minimum number of Activity Ideas in this issue is 46.

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MAY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NOW AND THEN	Make a scrapbook of the things you have enjoyed doing this school year. Include pictures, drawings and school papers.	Make autograph books. Collect autographs of your friends and teachers.	Plan a field day or vacation trip you would like to do in the summer.	View photos or videos of last summer's activities. Talk about this summer.	Make a time capsule to open next fall. Include heights, weights, goals for new skills, lists of favorite things.
HERBS & SPICES	Consult a reference book or recipe book for pictures of herbs, how to grow them, and how to use them.	Cook with fresh herbs.	Plant an herb garden outdoors or in flower pots.	Make a satchet or potpourri jar.	Play a guessing game. How many herbs or spices can you identify by smell, without seeing them first?
PLACES IN THE NEWS	Listen to a TV or radio news program. Make a list of places outside the USA mentioned in the program. What 5 cities in the US are mentioned most?	Locate places in the news on a map or globe.	Look up the places in the news in an encyclopedia. Try to find out about the people who live there.	Make a skit to show how you would communicate if you can not speak each other's language. How do newsmen/ women get a story in a foreign land?	Find in the newspaper (*USA Today*) the list of city temperatures and weather where children have relatives. Which cities have more than one relative?
CHEMIST	Make silver polish by mixing lemon juice and cream of tartar to form a paste.	Grow crystals. Place charcoal briquettes in a flat pan. Keep them wet with a mixture of 3T salt, 3T liquid bluing and 3T clear ammonia.	A few drops of food coloring on each briquette will produce colored crystals. The natural crystals are white.	Test household products to find out if they are acids or bases.	To turn pennies green, put them on a paper towel soaked in vinegar and leave them overnight. The green is copper acetate.
MONTH OF MAY	May 1 in Europe is a celebration of spring. Wind a maypole or make May baskets to surprise your parents or a friend, or simply take a walk.	May 5 is Cinco de Mayo. Find out what this means to Latin American friends. How is it celebrated?	May 9-15 is National Black Child Development Week. What is being done in your community? Decide how to inform or share.	May is Bicycle Month and May 9-15 is National Safe Kids Week. Review the rules of bicycle safety and make a poster for your school.	May 20-21, 1927, Charles Lindberg was first to fly solo across the Atlantic. Where did he leave from? land? Make paper airplanes to fly the "ocean."
OLDER AMERICANS	May is Older Americans Month. Invite an older adult with an unusual story or hobby to share with the children.	Find out what your grandparents wore to school. Have a dress-like-your-grandparent day. Research! This is not colonial dress.	What games did your grandparents play at recess? (*Simply Fun!* is only one resource. Try interviews too.)	Memorial Day is May 24. What does the day mean to older Americans? How and where will it be celebrated where you live?	What are the advantages of being older? Get information from AARP or other senior groups.

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Creative Dramatics for School-Agers

by Kate Hacker M.A.

We can only marvel at all the developmental changes which occur in children from birth to three years of age.

In those three short years they develop from a totally dependent being to a person with language, physical dexterity, and an active imagination.

In most preschools the changes and growth in these three areas are carefully noted and nurtured. Quality preschool programs are designed to provide a safe environment for exploration and encouragement of individual differences. The children have plenty of opportunity for active physical play; for exploration of their physical environment; for books, arts and crafts, cognitive games and hours of imaginative play with their friends.

When most children in our culture "graduate" from preschool to elementary school their time for physical exploration and imaginative play with their friends becomes very limited. Because of their advanced reasoning abilities and language growth, children are now developmentally ready for more intellectual stimulation and formal learning. In most public schools this means sitting at desks in a classroom for long periods of time. Physical activity is limited to short lunches and recesses and opportunities for imaginative, dramatic play are severely limited.

Creative dramatics can be an essential tool in the elementary school curriculum and in after school care centers. Drama is not just limited to a few extroverts, large "productions" held once a year, or extra curricular groups for a select few. The positive effects of drama activities are many and varied.

Some of the advantages for teachers in learning a variety of creative dramatic skills are:

- There are many times in the classroom where cooperation and group work can be facilitated by devising a dramatization of a concept.
- Short games and exercises can be used in the course of the teaching day to reduce stress around tests or other potentially stressful situations.
- Conflict resolution can be enhanced by role playing and other dramatic exercises.
- Students who do not participate because of shyness and insecurity can often feel comfortable in group exercises which include them but don't single them out.
- Both teachers and students gain a sense of accomplishment and freedom when the classroom can incorporate dramatic activities.

[In elementary schools] physical activity is limited to short lunches and recesses and opportunities for imaginative, dramatic play are severely limited.

Children and youth in after school centers often **gain the following advantages**:

- Increase their ability to cooperate with others.
- Use their creativity and natural energy in a positive framework.
- Exercise their imagination.
- Enhance their confidence and self-esteem when they are involved in performing and learning about themselves through characterization.
- Discover learning can be a playful experience and can allow them to become involved.

It is time to let more of the "child" out in our children to create more opportunities for the kind of play that will enhance their creativity, increase their self-esteem and start them moving in the direction of becoming adults who care and are involved in their communities.

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Creative dramatics is an art form that can help accomplish those aims. It can take many forms, from a simple game or role playing to a giant production with all the trimmings. In all its forms creative dramatics is effective therapy for all of us.

This article appeared in Volume 6, Number 4, August 1992 of the CSAC Review. Reprinted by permission. Kate Hacker is a veteran SAC professional, specializing in drama. She is a consultant on issues of quality in SAC. She may be contacted at: Special Projects for Children, 17 Brookmont Cir., San Anselmo CA 94960 (415) 453-1084

Resources for Creative Dramatics

—**Creative Play for the Developing Child** by Clare Cherry A "must have" on the preschool curriculum and environment that can be generalized to form the foundation of a school-age program. Chapters on "Creative Expression" through many mediums and "Dramatic Play and Other Forms of Make-Believe." 272 pages.

—**NEWSPAPER THEATRE: Creative Play Production for Low Budgets and No Budgets** Dozens of ideas and directions to help you turn piles of newspapers into costumes, props, and scenery – from Robin Hood hats & Prussian helmets to swords, trees and rain curtains.

—**Creative Play Areas** by N. Kosanke & N. Warner Over 185 simple inexpensive projects for ages 2-12. Many ideas for outside - great for summer. Lots of costumes, dress-up ideas, play house ideas, and puppet activities.

—**Activities for School-Age Child Care (NAEYC)** NOT an activities book but a guide to setting up the curriculum includes several dramatic play areas.

—**Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom** by W. J. Kreidler Uses dramatic tools such as role playing and group exercises.

ORDER from your SAN catalog. Call (615) 242-8464 for new one.

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Clinton Plans To Boost CCDBG

President Bill Clinton has shown that he really wants to support child care programs. Though he hasn't officially released a budget for FY 94, he offered a domestic agenda that includes large spending increases for programs such as the Child Care & Development Block Grant, Head Start, Child & Adult Care Food Program and Chapter 1.

CCDBG Increases – As part of his domestic agenda, Clinton proposed increasing funding for CCDBG by $30 million in FY 94, $95 million in FY 95, $145 million in FY 96, $200 million in FY 97 and $250 million in FY 98.

DCBG - SAC Funds – Clinton's proposals for other programs, such as the Dependent Care Block Grant (where the SAC training & improvement funds are) and the yet to be funded Child Care Licensing & Improvement Block Grant, will have to await the budget release. (See NSACCA Report on this page.)

States Forced to Pay for Child Care

States must pay for child care for all parents on approved welfare reform-related education and training programs.

It doesn't matter whether the states budgeted for them or not.

Several court decisions have warned states that the Family Support Act of 1988 (FSA) says they must take all comers in approved training programs, regardless of the state's fiscal situation.

GAIN in California – In the largest case decided, a federal court in California told the state it couldn't restrict care to only those on the official Job Opportunities & Basic Skills Training (JOBS) program., called Greater Avenues to Independence (GAIN) in California. If GAIN participants received child care ,then it must provide child care for those on other approved job-training programs.

The court noted that FSA requires states to guarantee care to all workfare participants, not just JOBS ones, and the law doesn't allow states to shirk responsibilities because of financial woes. The state is appealing (Miller vs. Healy).

NSACCA on the Hill

The Public Policy Committee of the National School-Age Child Care Alliance (NSACCA) met in Washington DC February 28 where they learned that there are no plans to cut the **Dependent Care Block Grant** (DCBG) which funds many state SAC activities. This means the funding level would be 12.9 million because of the slight decrease last year.

It should be remembered that last year the DCBG funds were targeted for zero funding by Bush. Only a quick-response lobbying effort by the NSACCA Public Policy Committee and other SAC advocates saved the funding. It was pointed out last year the importance of keeping these small, but highly effective funds separate from the large CCDBG funds.

On March 1st the Committee went to "the Hill" to lobby individual Congress members to maintain the DCBG as separate funds as supposedly proposed in Clinton's budget .

Maintaining these SAC funds through the lobbying efforts of NSACCA is one of the benefits of having state and national school-age care organizations. It brings out the importance of supporting them by first joining and then actively participating in them.

Hiring Hints

Hiring - Involve employees in hiring new co-workers rather than have hiring decisions made exclusively by the director. *Reason:* Sometimes the co-workers know more about the details of the job than anyone else, and thus may have valuable opinions about an applicant's abilities to do the work. Also, workers who are involved in the hiring decision have a stake in helping the new hire succeed.

Discrimination Lawsuits - Lawsuits charging hiring discrimination are best defended against by maintaining complete personnel files. Keep *detailed* notes on each candidate, document why the final selection was made, and have evidence that they key qualities that shaped the decision are really relevant to the job.

As reported in Boardroom Reports Volume 21, Number 22, November 15, 1992.

New Phrases for Help Wanted Ads

What are ways you can attract people who have an interest that is beyond the "just-a-job" attitude?

A futon shop owner believing that you spend so much time at work that it's got to be a place where you can grow as a person uses the following phrase in her ads: "seeking someone who views work as a vehicle for personal growth and transformation." She also looks for people who are energetic and care about the quality of the job they do.

To hire help for the older school-agers and to get people with experience beyond preschool, one program uses several uncommon strategies.

First, they don't identify themselves in the ad so as not to be eliminated by potential new hires because of preconceived ideas about "day care." They achieve this anonymity by using a post office box for people to respond to.

Second, they use local weekly newspapers rather than the city paper and they stay away from the colleges and universities where they have traditionally sought new caregivers.

Third, they phrase the ads to target those with experience working with older school-agers in leisure/recreational settings. One program that used the word "adolescents" got applicants from law enforcement, mental health, and drug prevention fields. One of the "adolescents" in the program said, "Of course that's going to happen don't you know "adolescent" means troubled, drug-crazed teenager?"

What are the ways you can rephrase your "help wanted" ads and flyers to attract applicants with different experiences, skills, attitudes and backgrounds?

New Summer $

Watch for Chapter 1 to offer new funds for summer school-age programs for both new and existing programs and for staff development. Latest info will be in May SAN issue.

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FREE ERIC Digests and Newsletter

The ERIC Clearinghouse on Elementary and Early Childhood Education has free concise reports on timely issues plus an early childhood newsletter with similar information.

You may request up to five of any of the following. Supplies are limited:

- Approaches to School-Age Child Care by M. Seligson and L.Coltin
- Library Latchkey Children
- Child Care Resource & Referral Agencies by D. Bellm
- Protecting Children from Inappropriate Practices by S.Bredekamp and L. Shepard
- Integrated Curriculum in the Middle Grades
- Montessori Programs in Public Schools
- Implementing Anti-Bias Curriculum in Early Childhood Classrooms
- Teaching with a Multicultural Perspective

Up to 5 digests per order. Order those and the newsletter from: ERIC Clearinghouse on Elementary and Early Childhood Education, Univ. of Illinois, 805 W. Pennsylvania Ave., Urbana IL 61801-4897

Kids' Mental Health Catalog

FREE catalog - *Childswork/ Childsplay: Helping Kids Deal with Stress* carries resources that address the mental health needs of children and their families through play. Since most of these materials are board games or other games involving rules, they are geared to elementary-aged children - perfect for school-age programs. Examples:

The Angry Monster Machine to help kids appropriately express their anger

The Good Behavior Game is the best example of how a therapeutic game should work. Designed for ages 4-12 and for use by parents, teachers etc.

Stop, Relax and Think is a game to help impulsive children think before they act. Used for children with ADD or other impulse control problems, it is the most popular game they carry.

The Dinosaur's Journey to High Self-Esteem takes children through the Valley of Values, the Cave of Acceptance, the Jungle of Conflict, the Lake of Friendship and the Land of Courage to acquire and practice these skills and develop a meaningful, positive self-image.

The games are about $35 apiece and sound very promising. If anyone has used them, we would be interested in your experience. The catalog itself is worth looking at since each product has in-depth explanations and offers information providers may not have thought about such as children with impulse control problems have complex learning styles etc.

For FREE Childswork/Childsplay catalog contact: Center for Applied Psychology, PO Box 1586, King of Prussia PA 19406 800-962-1141.

SAC CONFERENCES

PENNSYLVANIA April 2, 1993
Third Annual Western PA SACC Alliance, Sharon PA
Contact: Sandra Jackley 412-367-2212

NEBRASKA April 3, 1993
Creating Curriculum Choices that Work with both Younger and Older Kids, 1-Day Seminar by Rich Scofield, Hastings NE
Contact: Carla Zaroban 402-463-3139

INDIANA April 15, 1993
IASACC Annual Conference to be paired with Midwest AEYC, Indianapolis IN
Contact: Evelyn Eschenhoff 317-266-9622

NSACCA April 29-May 1, 1993
National School-Age Child Care Alliance
5th Annual Conference, St. Paul, MN
Contact: Deb Ukura 612-933-9150

TENNESSEE May 17-19, 1993
TN SAC Directors' Forum with Tracey Ballas, Steve Rosen, Liz Joye & Ellen Clippinger, Nashville TN
Contact: Rich Scofield 615-242-8464

PENNSYLVANIA May 20 & 21 **New Listing**
Special Two-Day Workshop by Rich Scofield, Bethlehem PA **Contact:** Joyce Lang 215-691-1819

CANADA May 28-29, 1993
Out-of-School Care Programming: The Basics Plus, Edmonton, Alberta
Contact: Margaret Eastwood 403-462-5615

KENTUCKY July 11-16, 1993
SAC Leadership Forum, Berea, KY, Cost $400
Contact: Kim Townley 606-257-1220

MASSACHUSETTS July 18-23, 1993 **New Listing**
Wheelock College's Advanced Child Care Administration Seminar Caring for School-Age Children
Wheelock College, Boston, MA
Contact: Pat Day 617-734-5200 ext 279

WASHINGTON August 20-21, 1993 **Date Change**
WA School-Age Care Alliance Annual Conference, Yakima, WA. Keynote Speaker Rich Scofield
Contact: Lynn B. Wirta 206-782-2611

DO WE HAVE YOUR SAC CONFERENCE DATES?

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School-Age NOTES

ISSN0278-3126 © 1993 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

A Montessori School-Age Program

by Maureen Dardis

The Milwaukee Montessori School's school-age program is fourteen years old. It serves children ages 6-12.

Our emphasis is on "learning through play"; stressing social interaction skills.

We have a child-centered philosophy; activities are set up to provide many choices. Children can freely participate in group projects or create their own activity. The majority of the curriculum is hands-on, child-initiated activities (i.e., cooking projects for snack). Our emphasis is on "learning through play"; stressing social interaction skills.

Five key components of meeting the unique needs of school-agers in our program are:

1. Daily Stations

We offer two rooms with different activities. We rotate the choice of art, gym, games, computers, music, manipulatives and outside play. Sometimes the teachers choose stations, sometimes the children vote for their choices.

The daily stations concept offers a wide variety of experiences and prevents many discipline problems that occur when children become bored. Children that do become restless have the option of moving to another station.

2. Two Main Day Care Rooms

The Loud Room is equipped for art, snack, manipulatives (blocks, race track, Construx), woodworking, and fort building.

The Quiet Room is equipped with board games, housekeeping, science, office (with computer and typewriter), and The Quiet Area. The Quiet Area is half of the "coatroom" that has been remodeled. The room now has carpeting, a desk, pillows, cushions, and a lamp. A lace curtain hangs in the doorway, giving the children privacy yet enables easy teacher supervision. One to three children sign-up for thirty minute time slots.

3. Supervised Hallways

Our program shares space with our elementary school. Because of our space limitations, we use the hallway outside of the "The Loud Room" for jump roping, chin-up bar, ping pong, and catch (with soft balls). Any "hard" equipment is saved for the gym. Using the hallway as supervised "spillover space" keeps the room from being too crowded and provides exercise and energy release at times when the gym is not open. *[Editor's Note: In some states licensing or the fire marshall may have concerns about officially designating hallways as play areas. It may be best to keep this use to "spontaneous" activities even if they do occur every day.]*

Activities are set up to provide many choices. Children can freely participate in group projects or create their own activity.

4. Planned Special Interest Areas (3-4 weeks)

Pizza Parlor items include round

(continued on page 2)

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New Action Manual PAGE 8

NSACCA '94 Revises Dates - April 14-16, 1994

With an overflow attendance of 900 SAC professionals from all over the U.S. and also from Canada and Australia at this year's National School-Age Child Care Conference in St. Paul inquiries about 1994 have already come in.

Hotel rescheduling and state date conflicts have changed the dates twice and the NSACCA newsletter went out with old dates before the contract was signed. It is now set for **Philadelphia April 14-16, 1994.**

1995

The 1995 NSACCA Conference will be in San Francisco and hosted by the California School-Age Consortium (CSAC).

1996???

Requests are being solicited for a co-sponsor for the 1996 NSACCA conference. If your group is interested contact Kathy Hermes 816-756-1950 or Tracey Ballas 614-453-7743.

$500 Million for Summer Care

see page 6

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Montessori ...

(continued from front page)

cardboard pizza crusts, felt for cheese, sausage, pepperoni, mushrooms and empty carry-out boxes. The children make a sign, take orders and deliver. No anchovies please!

Post Office supplies include envelopes, paper, typewriter and stamps (Easter Seals, Amnesty International and American Heart Association put out stamps that work very well). A cardboard box painted blue makes a great mailbox. Special interest areas give new activities to old rooms.

5. Planned Field Trips

Being located in the heart of a large city offers many opportunities for trips. We have weekly, biweekly, and monthly planned excursions. We roller skate, swim, visit the library and our neighborhood park. Some trips are voted upon, some are not; regardless even the complainers have fun when we reach our destination.

These five elements combined allow for diversity in activity choices and allow for continued optimum use of the available space. Using these five elements as a framework allows the program to adapt and grow to continually meet the changing needs of school-age children.

Maureen Dardis is a co-teacher at the Milwaukee Montessori School-Age Program, Milwaukee WI

Queries

Dear School-Age NOTES,

Benodjehn is a Native American Child Care Center that has a Head Start Program, afternoon latchkey, and evening and weekend latchkey programs.

I recently had an opportunity to review your publication and was impressed with what I saw. It has been very difficult to find information appropriate and helpful for latchkey programs. Please send information about your other publications.

Maxine Charter, Director
GTB Benodjehn Child Care Center
Suttons Bay, MI

Dear SAN,

Kii Doo Baa Day Care Program is administered by the Navajo Tribe, serving 80 children, ages 1 to 5.

We are expanding our services by implementing an after school program. Currently there are no after school programs available on our reservation. We are in need of resources and information.

Lenora Wilson
Chinle AZ

Editor's Note: These queries reminded me that we need to continue to push for school-age care to be an integral part of all written information on child care and that we need to work on making readily available to providers information about SAC. Keep reminding the following sources in your state of the need for information: resource & referral agencies, state departments such as human services and education, community education, local early childhood conferences and workshops, and local college early childhood departments and their libraries.

These particular queries also reminded me of how much I don't know, how important it is to be open to new ideas, and to remember that school-age care takes place in many different places from rural to inner city from Native American reservations to other countries. (See below)

American SAC Programs in Europe

I spoke in March to the over 1000 conferees at the semi-annual conference of the Association for Young Children Europe (AYCE) in Mannheim, Germany. Its membership is from the U.S. Department of Defense Dependent Schools and military child care and youth programs. Membership stretches from Iceland to Turkey and Spain to Sweden. Many teachers and caregivers live off the bases in an arrangement called "living on the economy" (of the country they are in). Some I met have been doing this for almost 20 years. Countries with a high cost of living produce an additional financial burden to those professionals and their families.

It struck me that adversity can be one more thing to complain about or it can be used to create a spirit of adventure and teamwork.

Besides the financial issues of "living on the economy," they have some other unique issues such as the military draw down which has closed bases and shrunk enrollments. One elementary school went from over 1000 students down to just 200. This has put tremendous stress on teachers and caregivers in relation to job security and the question of whether they will still be in Europe a year from now never mind the stress of being understaffed as the cutbacks take place.

(continued on page 3)

School-Age NOTES

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American SAC ...

(continued from page 3)

One principal forged a unique alliance with the school custodian to deal with the issue of being understaffed They cover for each other on the mundane but necessary jobs such as making sure someone is doing bus duty and someone answers the phone during lunch period. It struck me that adversity can be one more thing to complain about or it can be used to create a spirit of adventure and teamwork.

Stress is also experienced by the children through the anxieties at home about where they will be posted and the ever present possibility and often reality of parents being sent to world hot spots such as the Persian Gulf, Somalia, and now Bosnia.

One of the things I learned in talking with conferees is the isolation experienced and the frustration of feeling as though many of their professional peers stateside are not aware of their efforts. AYCE has some of the best policies I have seen related to articulating to conference presenters and exhibitors its mission and its position on developmentally appropriate practice.

At my school-age workshop many issues facing these school-age professionals sounded familiar: lack of space; dealing with programs in cafeterias and gyms; over controlling and too much adult-directed activities leading to behavior problems and complaints from the older kids.

What I learned is that children, youth and the professionals that work with them live in many varied situations that I have not even begun to think about. It is important to keep listening and learning. On the other hand, it is continually reinforced to me as I travel that children's development doesn't change. The more we understand it, the better we can meet their needs and enhance the quality of care we provide.

Rich Scofield
SAN Editor/Publisher

Lyme Disease Update

Our April issue stated Nebraska was one of the states not affected by Lyme Disease spread by ticks. We appreciate the call from Chad Stevens alerting us that last year one of the state parks in Nebraska was closed due to ticks and Lyme Disease concerns.

An April report aired on CNN said lab tests for the disease are at issue. There are no standards for defining lab tests as positive or negative. Many Lyme Disease cases are found to be misdiagnosed. When re-tested cases were found to be chronic fatigue syndrome, arthritis, or even a brain tumor. Advice: Get a second test from a different lab.

Day of the African Child—June 16th

On June 16, 1993 the U. S. Committee for UNICEF will help lead the nation in commemorating the Day of the African Child for the third year. This worldwide celebration pays tribute to the children massacred during the 1976 uprising in Soweto, South Africa.

All over the world a variety of cultural, educational and political activities will take place on behalf of African and African American children.

Hugh Downs, chairperson of the U.S. Committee for UNICEF said, "It is our hope that all Americans, regardless of race or economic background, will unite in this celebration."

This day provides a perfect forum for introducing Africa's culture to students. In fact, UNICEF can assist by supplying educational videos with discussion worksheets. They can also distribute other background materials as needed. Contact the U.S. Committee for UNICEF, 333 E. 38th St., 6th floor, New York, NY 10016; 212-686-5522.

Staff Development & Teaching Adults

Growing Teachers: Partnerships in Staff **Development** edited by Elizabeth Jones published by NAEYC 1993. (149 pages)

Growing Teachers is not a step-by-step approach nor a how-to-do-a-workshop book. It is about the "long haul" on staff development. It is about mentoring, partnerships and staff support groups told from nine different settings and experiences.

At the core is the belief that adults who work with children "construct knowledge" about how to work with them. "Adults learn complex tasks and concepts by doing them and reflecting and dialoguing about them." It means that there is no one right formula that can be taught. "There are tasks that require continual on-the-spot decision making. [These tasks] cannot be engineered [for the purpose of training/teaching] because the variables are too complex and the actors keep making unpredicted choices." Working with children does not fit into the male logical-technical work world of stead-fast rules and formulas.

"Adult learners, like children, need to play—that is, they need to take initiative, make choices among possibilities, act and interact." Betty Jones

Elizabeth Jones says, "Adult learners, like children, need to play—that is, they need to take initiative, make choices among possibilities, act and interact. And as adults, they need to engage in reflection and dialogue about their experience."

Growing Children is $6 (prepayment required but free shipping is included). Also try *Teaching Adults: An Active Learning Approach* by Elizabeth Jones for $6. Order from: NAEYC, 1509 16th St. N.W., Washington DC 20036-1426.

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What Do You Make Of It?

We received a nice letter from St. Peter's Lutheran Church Latchkey in Pennsylvania sharing a game invented by two of the school-agers in the program. This is the game they made up.

Hand Pong (Fuzz Ball is another name.) *by Matthew Weaver and Robert Edwards*

You will need large, colorful Pompoms [yarn balls]. Get a different color marker and draw a face on the Pompom (hair too, if desired, by drawing it on).

Hold the decorated Pompom in your hand and bounce it up and down. Count bounces until a miss. The player with the most successful bounces wins!

Thank you. We always appreciate craft and activity suggestions.

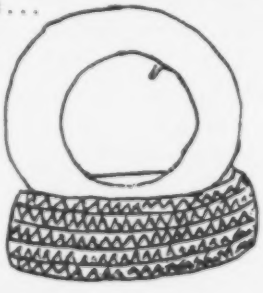
Get your creative juices flowing and see what you could make from some of these:

Item: a board or plank

a balance beam, a seesaw, a bridge, an inclined plane, a bench, a ramp . . .

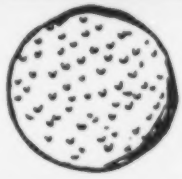
Item: old tires

a row of them side by side, a pile of them, a swing, a jungle gym, an obstacle course . . .



Item: tubes

a track for marbles or small cars, periscope, kaleidoscope, rhythm instruments, tunnels, tooters, gift wrap, puppets, castles, model spaceships, telescope, binoculars, stethoscope, paper animals . . .



Item: large, soft balls

kickball, dodgeball, hot potato, a relay, a globe, a model of the solar system, a puppet head, a float, over-and-under relay, ante-over . . .

Item: a sandbox

castles, roads, a village, sand candles, sand paintings, molded designs, relief map . . .

Item: old clothes

dress up, drama, paint smocks, rags, strips of cloth, a tent, dollclothes, dollhouse linens, dollhouse upholstery, fashion show . . .

Item: strips of cloth

weaving, a 3-legged race, braiding, a blindfold, a rag rug . . .

Item: spray bottles

wash the plants, carwash, use as water pistols, spray water on pieces of colored crepe paper placed on white paper (remove crepe paper after spraying), spray waterbase paint on poster or newsprint.

Item: baby food jars

notion board, salt jar, paint pots, bug jars (specimen jars)

Notion Board - Nail the lids onto a board so the jars can be screwed onto them. Use the jars to hold nuts, bolts and screws or for sequins, beads and buttons.

Salt Jar - Rub colored chalk on the salt to make each color of salt. Alternate colors in filling the jar. Fill up the jar tight to the top so the salt cannot shift.

Design a calendar.

Think about which cultural holidays you will include. It might be a calendar with a picture for each month of the year.

It might be a giant wall calendar with blocks big enough to make note of special days (birthdays, holidays, field trips, themes for the week) with illustrations right on the calendar.

It could be a pocket calendar, individualized by each person with special days to look forward to and blank spaces to make a diary of the days as they pass.

New Resources

Hands Around the World: 365 Creative Ways to Build Cultural Awareness & Global Respect *by Susan Milord*

Hands Around the World is a new and very diverse book of crafts, activities, and observances from cultures around the world. It has a different activity for each day of the year for intercultural awareness.

Hands Around the World is available from School-Age NOTES for $12.95 ($11.95 for subscribers) plus $2.50 shipping/handling.

Adventures in Art: Art and Craft Experiences for 7 to 14-Year-Olds *by Susan Milord*

Adventures in Art is a book of projects for those who like to draw, paint, cut and paste paper, sculpt, construct and create. There's printing, folding paper like tulips and pop-up cards, embossing, stenciling, coiled cloth trivets, spool knitting and much more.

Adventures in Art is available from School-Age NOTES for $12.95 ($11.95 for subscribers) plus $2.50 shipping/handling. Shipping/handling for both books together is $3.50.

70 Activity Ideas

The minimum number of Activity Ideas in this issue is 70.

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JUNE CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DUCKS, ROSES AND ZOOS	June 9 is Donald Duck's birthday. Make Donald Duck masks.	Produce animation by means of a series of drawings on cards to flip.	Take turns imitating the voices of cartoon characters. Let the group guess.	June is Zoo and Aquarium Month. Visit, or make your own with paper or costumes.	June is National Rose Month. Hike through a park, plant a rosebush or tour a gardening magazine!
FLAGS	June 14 - Flag Day. Make posters of the chronological development of the US flag.	Prepare a ceremony to honor the flag when raising or lowering it. Learn to fold it.	Make replicas of flags of other nations. What color is used on more flags than any other?	How many flags can you find with union jacks on them? with the crescent moon? with a star or stars?	Create a flag for your summer program or for your team. What do the colors and emblems mean?
NATIONAL DAIRY MONTH	Make your own yogurt or make a frozen yogurt dessert.	Put whipping cream in a jar with a lid. Pass it around a circle taking turns shaking it until it turns to butter.	Have a cheese-tasting event. Find out all you can about the various cheeses – country of origin, recipes to use them, cost.	Have a purple cow contest. Draw them, cut them out of paper, or make them with ice-cream and grape soda.	How many different things can you make with milk? Are all of them things to eat?
ARCHITECTS	June 8 is Architect's Day. How many architects can you name? How many could you find out about. Now how many do you know?	Build a tower with toothpicks and marshmallows. Or, soak dried peas and use them with toothpicks. Let them dry after use.	Design a building with Lego materials, blocks, or boxes.	Look at pictures of famous buildings in different parts of the country. Notice regional differences in architecture.	Construct a weight-bearing bridge.
DAMP & RAINY	Stay indoors and design your dreamhouse. Draw the floor plan. Cut furniture and appliances from ads or catalogs.	Play in puddles after a rain. Create a miniature landscape with a puddle as a lake.	Make your own rain gauge. Compare your results with those of the weather bureau (TV news, newspaper). How is wind velocity measured?	Get your paper rained on. Sprinkle on powdered tempera from a shaker. Run through the rain one more time to blend colors.	Blow bubbles. A humid day is perfect for bubbles.
SPECIAL DAYS	June 5 - World Environment Day. Look for signs of erosion or its prevention. Make a terrarium. Find out about air quality in your area.	June 16, 1963. The first woman in space parachuted to safety after re-entry.	June 17, 1871. Birthday of James Weldon Johnson. Listen to "The Creation" or "Lift Every Voice and Sing."	June 18 - National Picnic Day.	June 30 - Half way through the year. Bring half a sandwich or half a piece of fruit. Read half a story. Play half a game ...

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

California Mandates SAC Space In New Schools—Maybe

What may be the most exciting state legislation in several years is still waiting clarification. California Statute Chapter 809 passed in the '91-'92 session requires that the construction or modernization of elementary school buildings include space for before and after school child care programs. SAN has not been able to get clarification as to the definition of "include space."

Seattle, Washington passed both similar legislation and funding. It now provides dedicated space in new buildings and funds to promote quality programs. About a half dozen of these programs are now in place.

The loop hole for California may be that "include space" means providing a cafeteria, gymnasium or other shared space for a program as opposed to its own dedicated space.

SAN will update readers on this story. California as the most populated state has almost 10% of the country's SAC programs. Mandating dedicated space would be major progress in promoting quality care.

Eight Other States Pass School-Age Laws

Nine state legislatures enacted laws specifically relating to school-age care in their last legislative session. Of these, three voted to exempt some or all programs from regulation (California, Iowa and Kansas), according to the *1992 State Legislative Summary: Children, Youth & Family Issues.* The National Conference of State Legislatures produces the roundup every year. Figures don't include states that enacted general child care bills that affected school-age care, too.

Most of the legislation not exempting programs from licensing dealt with amending procedures to ease creation of programs in public schools. Georgia voted to allow local school boards to establish school-age programs.

A few states changed procedures schools must go through to start programs. South Carolina removed the requirement that only non-profits could operate school-age programs in public schools, while Utah mandated that when possible, public schools give preference to private, non-profit or for-profit providers rather than start government-run programs.

Indiana, Wisconsin and Virginia, meanwhile, passed laws clarifying or creating regulations. None of the states created new school-age specific spending programs.

For a copy of the report, send $20 plus $3 s&h to *NCLS Marketing Dept, 1560 Broadway, Ste 700, Denver CO 80202, 303-830-2200.*

School-Age Care In A Few Federal Buildings

Of the first 91 child care centers for federal civilian employees, 13% offered before-and after-school care. But 30% offered summer camp for schoolagers. The U.S. General Services Administration, the federal government's landlord agency, profiled its child care centers as of last November. Figures don't include programs for military employees. School-age enrollment averaged 21.

"Most of our centers are in inner cities. A lot of parents live in the suburbs," and while parents can bring preschoolers to work with them, school children can't realistically commute, explains Patricia Kinney, acting director of GSA's Office of Child Care & Development Programs. Most of the centers with school-age programs were located in Internal Revenue Service or Social Security Administration suburban field offices, Kinney says.

With on-site care not a practical solution, Kinney says all her office can do to help local federal workforces with school-age needs is help direct parents to local resources. "Usually, I don't get that kind of question because people know we deal with on-site care primarily," she adds.

New $500 Million for Summer Care

Good News-Bad News. $500 million for summer programs (including equipment, supplies and staff development) for children that would qualify under Chapter 1 economic, geographic requirements has been included in President Clinton's economic stimulus package. The bad news is that the Republican filibuster in the Senate may kill Clinton's bill.

What to do? If bill passes and you have children who would qualify, contact your state Department of Education Chapter 1 office for information on how to apply.

Conferences ...

(continued from back page)

INDIANA October 2, 1993 **New Listing**
Fall SACC Training Conference sponsored by the YMCA of Greater Indianapolis, Indianapolis, IN
Contact: Evelyn Eschenhoff 317-266-9622

OREGON October 2, 1993 **New Listing**
OR SACC Alliance Conference, Albany, OR
Contact: Colleen Dyrud 505-378-5585

ALASKA October 21-22 1993 **New Listing**
AAEYC Conference will have school-age track, Anchorage, AK
Contact: Marc Robinson 907-345-3772

KENTUCKY March 4-5, 1994 **New Listing**
5th Annual KY Coalition for SACC Conference, Hyatt Regency, Louisville, KY
Contact: Norma Meek 606-739-5344

NSACCA '94 April 14-16, 1994 **New Listing**

DO WE HAVE YOUR SAC CONFERENCE DATES?

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New Ideas in Education

New ideas make us think, reconsider and re-evaluate our usual ways. In SAC we are both literally and figuratively the time between home and school. We have to establish the unique opportunities that an after school program or summer program can provide as well as creating a home away from home.

Why is this important for school-age care? Because new educational directions parallel best practices in SAC.

The Association for Supervision and Curriculum Development (ASCD) has some of the most lead-edge resources in new thinking and directions in education. Why is this important for school-age care? Because new educational directions parallel best practices in SAC. Child-centered methods; hands-on approaches; meaningful and relevant activities and projects; self-directed, active learning; integrated themes and activities; and unstructured time are many of the developmentally appropriate practices from the early childhood field that we in SAC have been practicing. Now these ideas are spreading to the rest of education including adult training.

Child-centered methods; hands-on approaches; meaningful and relevant activities and projects; self-directed, active learning; integrated themes and activities; and unstructured time are many of the developmentally appropriate practices from the early childhood field that we in SAC have been practicing.

For those concerned about efforts to use after school hours for more adult-directed activities touted as "educational" and "learning" ASCD's resources provide research-based arguments from the education field itself against such practices.

Contact ASCD at 1250 N. Pitt St., Alexandria VA 22314; (703) 549-9110 for information about their membership benefits and resources such as:

• *A Different Kind of Classroom: Teaching with Dimensions of Learning* • *Building a Professional Culture in Schools* • *How to Change to a Nongraded School* • *The Middle School and Beyond* • *Discipline with Dignity*

All ASCD books come with 30 day return privileges.

Another source is the National Education Association (request their Early Childhood Education flyer) at NEA, 1201 16th St., NW, Washington DC 20036-3290; (Professional Library - 800-229-4200). Their topics include: Child-Centered Classrooms; Multicultural Education; Activity Oriented Classrooms; Play's Place in Public Education.

Last Chance for These Resources

The following resources are being dropped from the School-Age NOTES catalog because of slow sales and/or inordinate price increases. This is your last chance to order these from SAN at subscriber discounts. Availability limited to what is left in stock.

• **Early Childhood Programs and the Public Schools** by Anne Mitchell and Michelle Seligson – A must for policy makers in the public sector. Covers administration, financing, regulations, eligibility criteria, curriculum/program, and parent needs. 300 pages (15.95 for subscribers) 17.95

• **The Other Side of the Report Card: A How-To-Do-It Program for Affective Education** – Activities on values, attitudes, feelings of self-worth and interpersonal communication. (11.95 for subscribers) 12.95

• **Self-Esteem: A Classroom Affair Volume 1** – 101 self-discovery activities. (12.95 for subscribers) 14.95

• **Self-Esteem: A Classroom Affair Volume 2** - More ways to help children like themselves. Activities focus on knowing oneself, being a member of a group and on problem solving. (12.95 for subscribers) 14.95

• **Survival Kit for Teachers (and Parents)** – Covers behaviors and solutions encyclopedically (11.95 for subscribers) 12.95

• **Who's Calling the Shots? How to Respond Effectively to Children's Fascination with War Play and War Toys** – Learn how to deal with GI Joe war toys and aggressive Ninja Turtle play. How to appropriately support dramatic play with open-ended toys and props for preschoolers and school-agers. 188 pages. (11.95 for subscribers) 12.95

• **VIDEO (VHS only) ROUGH-HOUSING: A Guide to Safe and Fun Physical Play for Children, 30 min.** – Learn how to make natural rough and tumble play a positive part of your preschool or school-age curriculum. (24.95 for subscribers) 29.95

ACTIVITY BOOKS

• **From Kids with Love** – Easy to do gift ideas. (7.95 for subscribers) 8.95

• **My Own Fun (Creative Learning Activities for Home and School - Ages 7-12)** – (8.95 for subscribers) 9.95

• **SET B includes 3 books - Paper Capers; Science Fun; Puppets** - Simple easy-to-do activities to expand caregiver skills. (11.95 for subscribers) 12.95

• **Trash Artists** - Good for new programs or anyone setting up an arts and crafts area. (8.95 for subscribers) 9.95

• **Teaching Tips** - Quick guide to easy, inexpensive classroom tips, transition times, clean-up times, activity tips. Geared to preschool but adaptable to school-age. 4.95

• **Hats, Hats, and More Hats** - Over 70 reproducible hat patterns. Great for summer play and theme projects. (8.95 for subscribers) 9.95

• **Make Me a Zoo** - Craft projects of animals (6.95 for subscribers) 7.95

• **What to Do with a Squirt of Glue** - Basic "starter" of over 100 tried-and-true arts and crafts activities (7.95 for subscribers) 8.95

TO ORDER

Include the following shipping and handling: $0-12...2.50; $13-25...3.50; $26-50...4.50; $51-75...5.50; over $75 add 8% of order. And send to: School-Age NOTES, PO Box 40205, Nashville TN 37204.

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New Action Manual

School-Age Child Care: An Action Manual for the 90's and Beyond by Michelle Seligson and Michael Allenson foreword by Marian Wright Edelman published May 1993.

This second edition of the Wellesley SACC Project's "red book" is completely revised and is almost a brand new book. It builds on the 10 years of experience since the first edition in 1982 with new ideas, new programs and updated research and resources.

This revised "Action Manual" brings current best practices thinking and a fresh perspective to areas of administration, scheduling, mission, funding, legal issues and curriculum. It deals with today's issues in SAC – one chapter is titled: Financial Management (and Mismanagement). Over 300 pages. Available from School-Age NOTES $19.95 (17.95 for subscribers) add 3.50 S&H. [Special offer - limited copies of original edition of Action Manual originally 19.95 plus 3.50 now sale price of 11.95 and free S&H.]

Revised DAP in SACC

Developmentally Appropriate Practice in School-Age Child Care Programs Second Edition by Kay Albrecht and Margaret Plantz published March 1993.

This second edition revises and expands some of the "appropriate and inappropriate practice" sections and adds examples of planning and assessment tools. Project Home Safe distributed almost 20,000 free copies of the first edition. 60 pages. Available from School-Age NOTES. 6.95 (5.95 for subscribers) 2.50 S&H (No extra S&H if ordered with new Action Manual above.)

Other...

We came across these resources in the Early Childhood Product Pak (mail-back cards) for parent ed and special needs. Some are free catalogs and others are resources for sale (we have not seen or reviewed them).

- **Catalog** - Maxi-Aids, Products for Special Children (516) 752-0521
- **Information** on small buses - Thomas Built Buses 919-889-4871
- **Book** - Interviewing the Child Care Professional, PO Box 381792, Duncanville TX 75138
- **Video-based** child guidance programs both preschool and school-age series - Free Preview - 503-343-4433
- **Catalog** includes Curiosity Kits developed by Austin (TX) Children's Museum - 800-299-3366 ext 160
- **Book** - Complete Early Childhood Behavior Management Guide 800-288-4745
- **Catalog of Videos** on Family Communication Skills - 800-825-0060
- **Free Fundraising Info** Packet & Cookbook - 800-351-7822

SAC CONFERENCES

TENNESSEE May 17-19, 1993
TN SAC Directors' Forum with Tracey Ballas, Steve Rosen, Liz Joye & Ellen Clippinger, Nashville TN
Contact: Rich Scofield 615-242-8464

PENNSYLVANIA May 21-22 **New Listing**
Special Two-Day Workshop by Rich Scofield, Lehigh Valley, PA **Contact:** Susan Ritter 215-691-1819

KANSAS May 22, 1993 **New Listing** KS AEYC School-Age Care Committee Spring Workshop "Swing Into Summer", Washburn University, Topeka, KS **Contact:** Diane Purcell 913-232-1603

CANADA May 28-29, 1993
Out-of-School Care Programming: The Basics Plus, Edmonton, Alberta
Contact: Margaret Eastwood 403-462-5615

NORTH CAROLINA June 12, 1993 **New Listing**
Metrolina Alliance of School-Age Professionals Annual Conference: "Summer Sizzle", Charlotte, NC
Contact: Karen Callahan 704-376-6697

KENTUCKY July 11-16, 1993
SAC Leadership Forum, Berea, KY, Cost $400
Contact: Kim Townley 606-257-1220

MASSACHUSETTS July 18-23, 1993 **New Listing**
Wheelock College's Advanced Child Care Administration Seminar: Caring for School-Age Children
Wheelock College, Boston, MA
Contact: Pat Day 617-734-5200 ext 279

OKLAHOMA July 31, 1993 **New Listing**
MAEYCUS Mini-Conference,
includes SACC workshops, Muskogee, OK
Contact: Haskell Child Care 918-482-3238

INDIANA August 17-18, 1993 **New Listing**
6th Annual SACC Training sponsored by At-Your-School Services Indianapolis, IN
Contact: Nilou Sarzari 317-283-3817

WASHINGTON August 20-21, 1993 **Date Change**
WA School-Age Care Alliance Annual Conference, Yakima, WA. Keynote Speaker Rich Scofield
Contact: Lynn B. Wirta 206-782-2611

(continued on page 6)

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Last Minute Ideas for Summer

by Rich Scofield

Most programs about now are either just starting or just about to start their summer programs. The best intentions for having a well-planned summer program sometimes get pushed aside for the other 101 crises we in school-age care often find ourselves. Here are some last minute ideas to help.

Use Kids to Help Plan

Children and youth always respond better to their own ideas. Set up kid committees to help with this. This becomes an activity itself.

Bring the Community In

What professionals among your families could come in and explain what they do? Could you take a field trip to their work place?

Job Opportunities

Jobs can be wonderful experiences for school-agers. Start with application and interviews. Use schedules and time cards. Provide compensation, if not money then rewards such as extra time at the park or pool, or front seat in the van for long field trips. Ideas for jobs: cooking, cleaning, office chores, answering the program's phone, yardwork, putting away supplies, caring for a younger child.

Use Scavenger Hunts to Keep Museum Trips Interesting

The March issue reported on the summer program for older kids in Baltimore, MD that found museum and educational trips were not the greatest successes of various trips planned.

When discussing such issues in Hastings, NE, one SAC program explained that incorporating a scavenger hunt into the museum field trip was enough to keep children interested. For the scavenger hunt the kids had to find which exhibits had the items mentioned on the scavenger list. Maybe for your program the first trip to a museum could be one in which the kids could decide which items should be included in a scavenger hunt.

In Allentown, PA one of the seminar participants mentioned that museums often make up their own scavenger hunts that they give out to groups.

So next time you plan a trip to a museum call ahead to see if they have scavenger hunt lists.

Inexpensive Resources

The Cub Scout and Girl Scout books are inexpensive and have tons of ideas especially ones for summer.

Ready Made Themes

The Girl Scout badge system is a ready made set of themes for you.

Theme Ideas

Wedding themes seem to be popular in several parts of the country. Programs report that the boys actually enjoy participating contrary to stereotypical views.

A real estate theme was used by one program in Pennsylvania. The kids decided on type of house to buy, talked with a real estate agent, went through the real estate ads, learned about how much money a family would have to earn to afford the house, and the kids were really excited when by coincidence on a field trip they drove by the house they had selected.

Unique Activity Idea

A program in Oregon goes treasure hunting by buying small polished stones by the pound at rock shows and then putting them in the sand pile or dirt pile to be "found." The beauty of it is that the kids keep finding the "gems" for months and even the next summer.

Easy Planning for Next Year

All summer take photos and videos of trips and activities plus save crafts, art work and any daily journals and kid newsletters. Next spring each week put a couple photos, crafts etc. out to spark the children's ideas about what they want to do and where they want to go and before you know it your planning for summer is off and running.

INSIDE

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1057 Join In at NSACCA Event

The 5th Annual National School-Age Child Care Conference in St. Paul, MN at the end of April attracted 1057 attendees—two and a half times as many participants as the last conference in Denver.

Exceeds Expectations - In fact, attendance was 50% more than what conference planners expected.

Minnesotians Make It - Much of this was due to the success of attracting Minnesota school-age professionals—over 600.

International - This year there was an international flavor as participants had traveled from seven countries.

More Men - Many commented there were more men at this event than they had ever seen before. A tally of the attendance list showed 16% were men. Usually only 5-10% of participants are male.

1994 Workshop Proposals

For a copy of the guidelines for submitting a workshop or seminar proposal for the 1994 NSACCA Conference in Philadelphia April 14-16 write to: Ellen Clippinger , At-Your-School Services, 4720 North Park, Indianapolis, IN 46205. Proposal deadline is July 31, 1993.

NSACCA Survey Yields Gold Mine of Information about the Field

Subscribers to School-Age NOTES and members of the National School-Age Child Care Alliance did a great job of responding to a survey by NSACCA's Ad Hoc Committee on Professional Development which was tallied and analyzed by the Wellesley SACC Project. Over 400 people responded.

Field Changing

This survey was about professional development and it certainly indicated that school-age care has very much become a professional field. People are planning on staying in the field as a career choice and are staying in it longer. **The respondents were almost all at a director or coordinator level.**

- A whopping 89% said they were planning on staying in SAC.
- 69% said they stayed because they enjoy the work.
- Only 5% said they were planning on leaving the field because of poor pay but 69% said better pay would be a needed incentive to stay in the field.
- If they left the field, 33% would move to teaching and 11% to upper management.
- Almost one out of every five had been in SAC for 10 or more years.

Future of Field

Participants responded to what the SAC field should include and in what direction it might go.

- 51% felt the SAC definition should include summer camps; 37% favored including 13-15 year olds; 29% including recreation and sports; 28% including unlicensed, drop-in after school programs; and 19% felt four-year-olds should be included when defining SAC.
- Nine out of ten felt in 10-20 years there would be more SAC in schools and more year-round school schedules. 75% saw SAC as a part of school/community multi-service family centers. 63% saw more 10-15 year-olds in SAC programs. 24% saw three and four year-olds in SAC.

Certification

To the question are you in favor of some kind of professional certification for SAC providers such as the Child Development Associate (CDA) Credential or through state licensing, 79% said yes, 10% said no and 11% were undecided. See other discussion on this page about certification.

A whopping 89% said they were planning on staying in SAC.

Drop the "Child" from SACC

The NSACCA Board of Directors has been considering dropping the "child" out of SACC to make it school-age care which would be more inclusive of older school-agers and youth and is something several state alliances have already done. 53% were in favor of dropping it; 31% said no; and 15% were undecided. A straw poll at the Board meeting showed more than 20 Board Members agreed "child" should be dropped and only one felt it should be kept. **But the Board was evenly split as to whether it should become "school-age care" or something else more representative of the children and youth that are served in a variety of settings for a variety of purposes.**

Training & Preparation

What training and preparation have you found most helpful in fulfilling the responsibilities of your current job? 35% said workshops, seminars, institutes; 32% said inservice, on-the-job training; and 22% said conferences; 17% formal course work. A question that was not asked and might have been more revealing is: Do you feel as though you were adequately trained or prepared for fulfilling your responsibilities in your current job?

For more information contact: Ellen Gannett, SACC Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181 (617) 283-2547

Accreditation & Standards and Certification & Credentialing

These four words were hot topics at the NSACCA Conference. At the session on SAC and professional preparation when someone pointed out accreditation was not one of the discussion groups, an impromptu group of twenty discussed issues around accreditation and standards of quality (for programs) and certification and credentialing (of individuals). The sense was that people are ready for and want these types of professional measurements right now!

A Collaborative Accreditation System Among States

One idea that came out of the discussion was for states that are using CCDBG money exploring accreditation and quality standards to pool their interests by calling their efforts a "collaborative accreditation system among states." This would allow them to communicate among states and avoid re-inventing the wheel.

(continued on page 6)

School-Age NOTES

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Working with Hostile Children

Clare Cherry left the early childhood field a legacy of field-tested, practical, information packed books. In her ***Please Don't Sit on the Kids: Alternatives to Punitive Discipline*** *she talks about "Working with hostile children." Her knowledge is the kind gained by having been bitten, sworn at, slapped, robbed but never knowingly rejecting a child or never deliberately punishing a child. We all can learn from her. The following is adapted from that book which is available from SAN.*

Poor Models and Poor Self-Image

Uncooperative children and hostile, belligerent children (who usually are also uncooperative) often have known much coercion, threats, reprisals, punishments, and impatience and have learned how to behave similarly to others. These children develop poor self-images with no appropriate role models. They are literally starved for affection but won't let anyone close. They are lonely and full of despair. They feel so hated that they spend much of their time retaliating with hate toward others.

Acceptance and Changing Behaviors

The challenge is to introduce these children into a world of acceptance. Acceptance of them as people but not acceptance of their behaviors. Those in such a child's life must express new expectations for the child and practice new ways of interrelating positively. Problem solving to change the behavior of belligerent children requires careful planning, cooperation, persistence, and patience. You must develop a consistent plan for helping the child learn new ways of behaving and you must change the way you react to child.

A New Approach

A humane, non-punitive approach can work with hostile, belligerent children; with sarcastic, sassy children; with noisy, overactive children; and with children who are sullen and morose. It works most of the time but takes persistence and a trial and error approach to find what will work best.

There are four steps for beginning to work with such children:

1) **Give them an accepting, consistent, caring environment.** If they are having these problems in your program, they probably are having them at home too. They may feel unloved and unwanted. They may arrive at your program dragging with them experiences at home and maybe even at school of a "belligerent pattern of interaction." It is the constant put downs and being yelled at and told how they can't do anything right that destroys the possibility of coming to your program full of positive, high self-esteem.

Children don't need to be around adults who think, "I hope I can get through this day," but rather, "I wonder how I can help this child have a good day."

When you greet them, remember the kind of morning or day they might have already had. Let them know you are glad they have come to the program. Tell them something you are looking forward to that day in the program that the two of you could do or talk together about. Each day should be special. Every moment, every hour in a child's life experiences is important. Children don't need to be around adults who think, "I hope I can get through this day," but rather, "I wonder how I can help this child have a good day."

2) **Use alternatives to punitive discipline** such as anticipating trouble, distracting and redirecting, offering choices, pointing out natural or logical consequences, arranging discussion among children or with an adult, and deliberately ignoring provocations. You need to communicate in such ways that these children can learn more socially acceptable ways of responding and interacting.

3) **Get to know the children's family.** Establish lines of communication with the parents and other adults responsible for them. [Have you made a home visit? Often this shows to a child that you are really interested in them as well as providing unexpected insights into the child's behavior.]

4) **Begin problem solving.** With or without the family's help, initiate a program of systematic problem solving. Everyone acts because they want something. Begin problem solving what it is the child really wants and then find ways of supplying those wants if they are appropriate or changing them if they are inappropriate.

Dealing with Children Who are Out-of-Control

Some children have faced so much rejection that there are times when they become so emotionally overwrought that one needs to take drastic action to help them regain control of themselves. Here are some methods:

1) Put your arms around the child from the rear and hug tight until the child calms down. If the child is flailing around, pin the arms to the body and spread your legs to avoid being kicked. This should be done firmly but gently without any hint of punishment. Explain that you know they are upset and you don't want them to hurt themselves or others.

2) Look directly into a child's eyes and say "It's all right. I know you're very angry. You can tell me about it. First I need you to sit down so we can talk," or something else appropriate to the situation. Talking to the child while looking directly into the eyes usually establishes a communication that enables you to use a restorative approach such as discussion, helping the child to express feelings in a legitimate manner, humor, or whatever you feel meets the child's immediate needs.

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Summer Reading

Last year *USA Today* reported kids who do not read during the summer "drop back at least six months," quoting Bernice Cullinan, author of *Read to Me: Raising Kids Who Love to Read.* Also quoted is Elizabeth Segal, *For Reading Out Loud!*, that kids who read as little as 15 minutes a day can advance their reading level by up to 5 months.

The key is to make good reading materials available and to make reading fun. Recreational reading need not be at the highest level the child has achieved in order to be of value. Besides good books on the shelf and opportunities to read them, try some of these.

Read aloud a chapter a day. When you stop for the day, ask, "What do you think will happen next?" "We'll find out tomorrow." Or whet interest in a book by reading just one chapter and then putting the book back on the free reading shelf.

Make a book into a drama. Read for clues to describe each character. Decide which scenes to include and read for descriptions of costumes and settings. Make a list of hand props you will need. Write a script based on dialogue in the book. Break up these assignments so each committee is reading for something different.

Share a book with outstanding illustrations. Then read a book with no illustrations or with only a few plates. Decide which scenes in the book you would like to illustrate. Read for descriptions of characters and settings. Make your illustrations as true to the text as you can, but allow for imagination.

Make a poster of a book you have read that would make someone else want to read it.

Have a storybook day and dress up as a character from a book you have read this summer.

Try out dialects. Read aloud a story in which at least one character (if not the storyteller) speaks in a dialect. Let everyone try out the dialect. What does the dialect tell you about the character? Decide whether the dialect adds to the character and to the story and makes it more like drama or just makes it hard to read. Be sensitive to people's feelings about their dialects and help children avoid using dialects to make fun of people.

Two Minute Keep-away

This is a game suggested by the "item: large, soft balls" *in the May issue of School-Age NOTES. We always appreciate craft and activity suggestions.*

for ages 7-12
4-12 players, in 2 teams, indoors

This is a great game for using pent-up energy and works with mixed ages of older and younger (ages 7-12). It is a very spirited game that encourages lots of team spirit among members.

The game is played on a smooth, hard surface, using a bright-colored soft rubber or plastic ball. A team has 2 minutes to pass the ball every 10 seconds among only their own members or have a point called against their team. The other team tries to steal the ball for pass among only its own members. A referee-caller keeps time by minutes and counts holding seconds.

Balls must bounce on the floor or wall to pass. Balls directly passed without an in-between bounce go to the other team. A jump ball is called if two are holding onto the ball at once for five seconds. Players may run with the ball or dribble like basketball.

Two-Minute Keep-away *was shared by Pat L. Willard, director of extended care at St. John's School in Bartlesville, OK. She says they can usually play only 3 games before everyone is tired.*

The Long and Short of It

You will need: rulers, yardsticks or metersticks, a tape measure, a ball of string, and as many different kinds of scales as you can find. Get a balance too, if you can.

What is the smallest thing you can weigh? What is the biggest thing that you can weigh? What is the heaviest thing you can weigh?

Add up the weights of all the adults and the weights of all the kids. Compare.

What is your collective height? With a ball of string, measure the first one and mark the height on the string. Measure the next beginning from the first mark. Mark the next point on the string. Keep on until you have all the heights end to end on the same string.

Arrange yourselves in a line in order of height.

Measure each of your heights and make a graph of them.

Find the average height and the average weight of your group. Try to draw a lifesize "average person".

Tape newsprint along the wall. Draw around each kid standing up -- or draw it flat on the ground and then tape it up. Ask your parents for your length and weight at birth. Draw your birth length inside the drawing of your present height. Weigh things on the scale until you find something the same weight as your birth weight.

65 Activity Ideas

The minimum number of Activity Ideas in this issue is 65.

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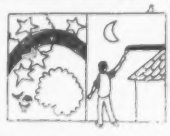
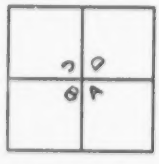
JULY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
4TH OF JULY	Make flags for July 4.	Invent your own folk dance to Yankee Doodle.	Learn all the verses of the national anthem.	Plan a red, white and blue picnic in the park.	Prepare a skit on fireworks safety.
IMAGINATION	Make a playhouse using blankets and tables, sheets on a line or cardboard cartons.	Design a puppet theatre with cardboard packing crates.	Make puppets that can be animated with strings. (Pinocchio was first published July 7, 1881.)	Pantomine well-known fairy tales. In two teams, take turns presenting and guessing.	Listen to a story read aloud. Create your own illustrations. Work in small groups. Share with the group.
BEAT THE HEAT	Run through a sprinkler. Find a nice mud puddle and practice your culinary skills: mudpies, mudcakes, pizza.	Get out your hula hoops.	Have a "Nobody's Birthday Today" party. Sing "A Very Merry Unbirthday to You" from *Alice in Wonderland.*	Experiment with different glasses and various levels of water in them to create a full musical scale.	Share a watermelon. Save your seeds in paper cups. Mark off lines and see who can spit a seed the farthest.
FAMOUS DAYS	What can you do with hot dog month, ice-cream month and picnic month all rolled into one?	July 14, Bastille Day, Independence Day in France -- with food, fireworks, & street dances. How can you celebrate?	July 20, 1969, first man on the moon.	July 23, 1904, the ice-cream cone was invented. Invent your own cones out of waffles.	July 28, 1868, 14th amendment made Blacks citizens. What are the rights of citizens?
PAINT IT	Rediscover finger painting. Liquid starch and powdered tempera makes a good finger paint.	Remember sponge painting? string painting? straw painting?	Paint on a car with washable paint.	Secure newsprint along a fence or on a building. Paint a lifesize billboard. 	With tempera or other washable paint, paint puppet faces on the bottoms of each other's feet!
SQUARES	Loom a potholder or applique a quilt block.	Take a walk around the block. Look for squares on buildings and sidewalks.	Play checkers or play 4-square. 	Make bar cookies and cut them in squares.	Learn a square dance.

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Sunburn, Cancer, Children: SAC's Responsibility

The following article has been updated from one originally appearing in our July/August 1990 issue.

Prevention of sunburn should be an active responsibility of school-age programs. Why? We have responsibility for children and youth during many of the hours and days when they may be most susceptible to the injurious effects of sun exposure. Also, the evidence is mounting that sunburns during childhood and youth are related to skin cancer in adulthood. The more skin is severely burned and the more often it is burned, the greater the chance it will later become the site of skin cancer. Skin cancer is the most common cancer in America, twice as common as other cancers and can be life-threatening. Remember all skin colors, from fair to dark, are susceptible to sunburn and skin cancer.

SAC staff have a responsibility to minimize children's exposure to sunburn and fast tanning (a tan is the skin's response to injury from sun exposure). How to help:

- Inform staff, families and children of your efforts to help prevent overexposure to the sun.
- Remember ultraviolet rays from sunlight which cause cancer can reach the skin on cloudy days and even underwater.
- Minimize the time children are on the playground between 10 a.m. and 2 p.m. which is the most intense period of ultraviolet rays.
- Require children to wear hats, protective clothing and sunscreen or sunblock lotions when on the playground or on field trips, particularly when around pools or beaches.
- Remember baseball caps don't protect the tops of ears or backs of necks.
- Use a sunscreen with a sun protection factor (SPF) of at least 15 regardless of skin tone. Reapply every two hours while playing outside, more often if water play or swimming is involved. Latest government report proposes rules limiting product claims of SPF's to an SPF of 30.
- Be aware of who is allergic to which sun lotions in case they forget theirs and your back up lotion is to be used.
- Involve families and help them raise this issue with school systems regarding lunch recess outside and outdoor field trips and picnics. This is particularly important in the summer for year-round systems or for schools in tropical climates.
- Have staff model good sun protection techniques.

Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

What's Happening:

SAC Programs Protected in Budget

The Clinton administration's first budget protects school-age funding and increases spending for some of the programs. The proposed FY 94 federal budget would keep the Dependent Care Block Grant funded at its FY 93 level of $12.939 million. The Child Care & Development Block Grant would get $933 million under the proposal, up $40 million from the FY 93 level. Welfare reform-related care would also get an increase because the Dept. of Health & Human Services foresees increased usage. So Job Opportunities & Basic Skills Training care would increase from $395 million to $450 million, while Transitional Child Care would rise from $84 million to $95 million.

Other programs supporting school-age care would remain at their authorized maximums, including $2.8 billion for the Social Services Block Grant and $300 million for At-Risk Child Care. But the administration proposes to continue the previous policy of not funding the Child Care Licensing & Improvement Block Grant, on the grounds that states can use money from other funding streams for training and monitoring.

New Summer $ Killed

Don't count on any special help this summer. A Republican filibuster in the Senate killed the administration's proposed stimulus package, which included $500 million for Chapter 1 summer programs.

Full-Service Schools Act

Another possible source of federal help has been conceived. Rep. Harry Johnston (D-FL) introduced the Full-Service Schools Act (H.R. 1677), which would authorize $72 million in FYs 94-96 in grants to states to coordinate services in public schools. States would give grants of up to $200,000 per site to school districts in high-poverty areas for a variety of purposes, including supervision of children before and after school, and on holidays and summers, and help with homework. The U.S. Dept. of Education would administer the grants and set up a Federal Interagency Work Group to help states. The bill was referred to the Education & Labor Committee.

Accreditation & Standards ...

(continued from page 2)

Missouri already has a voluntary accreditation system for school-age programs and offered to share their efforts with other states. State planners should contact: Alison Copeland, Supervisor, Community Education, Dept. of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102 (314) 526-3961.

NSACCA's Professional Development Committee is to look at these issues. Tracey Ballas, NSACCA President, stressed that "looking at" accreditation did not mean any commitment on NSACCA's part. Some have hoped NSACCA would take the leadership in an accreditation system for school-age programs.

Editor's Note: The reality is that NSACCA as a young organization, with no staff, no office, and dependent completely upon volunteered time has achieved an impressive record in a short amount of time but establishing a national accreditation system without any money behind it would be many years away. Ballas is concerned about raising the hopes of its members and the SAC professional field for something that it can't deliver at this point.

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Conferences ...

(continued from back page)

WELLESLEY SACC PROJECT LEADERSHIP INSTITUTES (continued)
Philadelphia PA July 25-27, 1993
Jacksonville FL July 25-30, 1993
Decatur GA August 1-4, 1993
Storrs CT August 1-5, 1993
Winterpark CO August 1-6, 1993
Grandville OH August 8-13, 1993
Boca Raton FL August 9-13, 1993
Pawling NY October 17-22, 1993
Contact: Ellen Gannett 617-283-2544

MISSOURI February 11-13, 1994
New Listing
Annual School-Age Care Conference sponsored by Missouri SAC Coalition, Lake Ozark, MO
Contact: Bonnie Vento 314-225-4494

KENTUCKY March 4-5, 1994
New Listing
5th Annual KY Coalition for SACC Conference, Hyatt Regency, Louisville, KY
Contact: Norma Meek 606-739-5344

NSACCA '94 April 14-16, 1994
New Listing
Philadelphia, PA

DO WE HAVE YOUR SAC CONFERENCE DATES?

Cutting Costs and Increasing Interest through Recycled Resources

by Katherine Branigan

Cut costs, increase enrollment and offer an interesting program: the three main goals of owners and directors. This is not an easy challenge; but it doesn't need to be a painful one.

Many of us already frequent thrift shops and yard sales in an effort to reduce expenses. 30% of the activities at our center cost us nothing. We are working towards 50%.

We recently had two no cost art activities that the kids are begging to do again. On two different days we took long hikes around the neighborhood parks. The kids were each given a recycled lunch bag in which to collect items. The first day was man-made day. Any non-natural item could be collected to create their collage when we got back. This activity helped clean up the neighborhood and created healthy competition to see who could find the neatest items. The second day was nature day. Kids looked at the world around them in a totally new way. [*Editor's note: Remind children that are collecting natural items for a collage or other activity to only take items they will use because schoolagers often like to collect quantities or compete for collecting "the most." Make sure items have been discarded by nature and are not still living or attached to something living. And finally, check the regulations about removing items. Some parks prohibit disturbing the natural environment or removing any of nature's items.*]

30% of the activities at our center cost us nothing. We are working towards 50%.

What about games? Team scavenger-hunts for things in their environment, natural or man-made, can be done inside or out. The only requirements are enthusiasm and creativity. The kids can provide both if you're running short. Many of the games that require a small ball can be played with a pine cone or a small rock, if there is no throwing involved. In addition to nature, we reuse discarded items. To play pirates treasure, we use an old spice can with broken rings, badges without pins, old game pieces and anything that the kids deem valuable.

Parents as Sources

Both businesses and schools throw away lots of perfectly good materials. So how do you get it? If you don't know exactly what you want, get a list of your parents' place of employment, type of work, and hobbies. Then, think of what each company may discard. A seamstress mom brings us the cardboard insert from fabric rolls. A dad with a photography hobby brings us all his discarded pictures. Lots of parents save their used greeting cards. If you know what you want, post a list. Parents often have connections of which you are unaware.

Schools as Sources

Recruit the kids, too. They are proud of their finds and glow when they get credit for bringing something in. Where and how do you get them interested? Describe a neat project for which you need recyclable supplies. Have them bring them in. Send a note to their teacher at school, requesting items they are discarding, such as butcher paper from bulletin boards and old teaching aides. When appropriate, suggest that a child from your program could help by taking down the bulletin board or assisting in another way. This can develop a two-way support relationship and develop self-esteem for the child.

We have an invention center that is up year round and always changing. It is stocked primarily by recyclables and donations. At the invention center there are always three dimensional creations emerging daily.

Staff as Sources

Let's not forget your workers. Once the recycle idea is ignited, the fever spreads. Encourage your employees by rewarding their efforts. A short thank-you note or a bunch of flowers can go a long way. Little thank-yous like that are well worth the three pairs of roller skates from their neighbor and the 60 feet of corrugated paper which looks like a brick wall.

Making it their center keeps the burnout at bay; that alone is worth quite a bit and this system offers it to you free.

Katherine Branigan is the owner/director of Highsights School-Age Program in Seattle, WA.

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Special Needs Provider Guide

Questions and Answers: Working with Parents of Children with Special Needs is a provider guide pamphlet available from Community Coordinated Child Care of Union County (N.J.) for $2 to cover printing and mailing. Contact: CCCC of Union Co., 225 Long Ave., Hillside, NJ 07205 (201) 923-1433.

Funding Info

Children and Youth Funding Report is a newsletter which in its promotional material claims to bring you 14-18 pages, twice every month, of the latest funding opportunities from foundation, federal and private sources plus information on how to write grant applications. We have not reviewed or seen this newsletter. Regular price is $229 with a special offer of $199. Contact CD Publications 800-666-6380

Human Race Club and Draw Squad Videos

We have not reviewed these but thought they sounded interesting. The Human Race Club series is based on the books by Joy Berry. The six in the series are about: making friends; prejudice & discrimination; fights between brothers & sisters; handling emotions; earning money; and self-esteem. They run about 25 minutes and cost $14.95.

The Draw Squad is three videos with titles such as "Escape of the Twinkies" with Capt. Mark Kistler of National Public TV's "The Secret City" teaching children how to draw 3-D with just a pencil. Each runs 40 minutes and costs $14.95.

For more info or to order any of these videos contact Century Select Educational Media 800-523-0988.

Curiosity Kits

In the May issue we mentioned the deck card advertising the catalog (by Health Edco) which included curiosity kits developed by the Austin (TX) Children's Museum. We received the catalog and while the kits such as the vision one at $495.00 are probably only affordable to large systems of programs we were intrigued by the list of contents and the idea of making curiosity kits. The kit included: kaleidoscopes; telescope; magnifying glass; prism; glasses; goggles; sunglasses; 3-D model of the eye; games for eye-hand coordination; sleep masks; puzzles to be worked on when blindfolded; Braille kit; flashlight; and eye-color chart as well as teacher's resource notebook.

The catalog also contained many more affordable resources related to health, drug and alcohol education for children and youth. For catalog call 800-299-3366 ext 160.

SAC CONFERENCES

KENTUCKY July 11-16, 1993
SAC Leadership Forum, Berea, KY, Cost $400
Contact: Kim Townley 606-257-1220

PENNSYLVANIA July 25-27, 1993 **New Listing**
State Leadership Conference, Sugarloaf Conference Center, Philadelphia, PA
Contact: Lauren Atwell-Douglas 215-643-0569

OKLAHOMA July 31, 1993 **New Listing**
MAEYCUS Mini-Conference,
includes SACC workshops, Muskogee, OK
Contact: Haskell Child Care 918-482-3238

INDIANA August 17-18, 1993 **New Listing**
6th Annual SACC Training sponsored by
At-Your-School Services, Indianapolis, IN
Contact: Nilou Sarzari 317-283-3817

WASHINGTON August 20-21, 1993 **Date Change**
WA School-Age Care Alliance Annual Conference,
Yakima, WA, Keynote Speaker Rich Scofield
Contact: Lynn B. Wirta 206-782-2611

INDIANA October 2, 1993 **New Listing**
Fall SACC Training Conference sponsored by the YMCA of Greater Indianapolis, Indianapolis, IN
Contact: Evelyn Eschenhoff 317-266-9622

OREGON October 2, 1993 **New Listing**
OR SACC Alliance Conference, Albany, OR
Contact: Colleen Dyrud 505-378-5585

ALASKA October 21-23, 1993 **New Listing**
AAEYC Conference will have school-age track,
Anchorage, AK
Contact: Marc Robinson 907-345-3772

MISSOURI October 29-31, 1993 **New Listing**
1st Annual Community Education Conference
(SAC Workshops), Lake Ozark, MO
Contact: Alison Copeland 314-526-3961

WELLESLEY SACC PROJECT LEADERSHIP INSTITUTES
Birmingham AL July 11-16, 1993
Dallas/Ft Worth TX July 11-16, 1993
Boston MA July 18-23, 1993

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Volume XIII #11 The Newsletter for School-Age Care Professionals July 1993

School-Age NOTES

ISSN0278-3126 © 1993 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Are Your Video Afternoons Legal?

by Charles Pekow

Are You Licensed For:

It rained unexpectedly, so you hastily replaced the planned kickball game in the yard with musical chairs in the classroom?

It's the weekly video hour and you're showing your attendees the newest release from the Disney studios that you picked up at a local video store?

It's music time, and you're teaching children to sing and play old Broadway standards on the xylophone?

What's wrong with the above situations, all routine in school-age care? Nothing, as long as you've gotten permission by buying a license or paying a fee for the right to use the material. Many school-age programs do. But many others don't obey music and film copyright laws. Many people don't know that they apply to all public performances, including those in child care centers and family child care homes. Others figure no one will enforce the law, so why pay a fee?

Welcome to the World of Entertainment Copyright

"I'd venture to say 85% are unaware of it, 13% ignore it, [and] 2% probably follow it," estimates June Goss, chair of the copyright committee of the Association for Informational Media & Equipment (AIME). "This is just a wild guess, but my experience is that most people are not aware of it."

If you are caught, you can be fined anywhere from $250 to $10,000 per violation. But don't panic. Though they are not required to by law, most copyright holders and associations created to enforce their copyrights will merely give you a warning and help you comply with the law if they catch you breaking a copyright for the first time.

While you may not think you are hurting anyone playing the tape you bought, the industry that created it will remind you that you are stealing a product by using it in any commercial or professional enterprise without permission or license. When you buy a recording or a movie, the manufacturer presumes you'll use it at home for private, non-commercial use only, unless otherwise agreed to. [Read the "FBI Warning" that we all fast forward through on a video.] Even playing background music and piping in Henry Mancini on your telephone while you put callers on hold requires permission.

Typical [of reports of movie copyright violations] is the one from a parent who thinks the provider is putting children in front of the picture tube for too many hours.

Public School Programs, Too!

The law applies to all child care programs, whether for-profit or non-profit. Copyright law grants exemptions only to public and private, non-profit schools for use in direct teaching. This doesn't include recreational activities or school-age care on the premises — even if run by the schools themselves or non-profits. Family child care providers also are legally bound to acquire permission. And it doesn't matter whether you charge a separate fee for the music or movie — or even if you charge tuition!

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NSACCA 1994 Proposals

DEADLINE JULY 31,1993 for submitting a workshop or seminar proposal for the 1994 National School-Age Child Care Alliance Conference in Philadelphia April 14-16, 1994. For a copy of the proposal guidelines write to: Ellen Clippinger , At-Your-School Services, 4720 North Park, Indianapolis, IN 46205.

SAC Preparation

Two different excellent models of how the professional preparation field is making SAC courses a part of the "mainstream" are:

- **The School-Age Child Care Certificate** of St. Lawrence College, Ontario, Canada, which is a distance learning program of nine courses. Contact: Marilynn Yeates, Early Childhood Education Programs, St. Lawrence College, King & Portsmouth, Kingston, ONT. K7L 5A6 Canada (613) 544-5400 ext. 1127
- **The Child Development Career Curriculum** of the Minnesota Technical College System involves child care and education preparation programs at 34 campuses across Minnesota. School-age is one of the six unique areas of emphasis. Each program and course was assessed against the NAEYC Model of Professional Development. Contact: Richard Tvedten, Minnesota Technical College System, 350 Capitol Square Bldg., 550 Cedar St., St. Paul, MN 55101 (612) 297-7315

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Legal Video ...

(continued from page 1)

Music Requires a License

Two companies control the musical copyright market. Broadcast Music, Inc. (BMI) and the American Society of Composers, Authors & Publishers (ASCAP) each control the rights to about half of copyrighted music in the country. If you play any considerable amount of music, you'll almost certainly be using the material of both. (If you plan a one-time performance of a few songs, you can check with one company to see if it controls all of them.)

The [BMI music] fee depends on physical size of your indoor facility — [anywhere from] $60...to $480 for larger centers. Annual [Motion Picture Licensing] fees for child care programs run $75-175.

BMI charges child care programs an annual fee for the rights to use its music as often as they wish. The fee depends on the physical size of your indoor facility: $60 for up to 1,500 sq. ft., $120 for 1,501-2,500 sq. ft., $240 for 2,501 to 5,000 sq. ft. and $480 for larger centers. You may have to pay more for dance classes. You only pay for the area you lease — a before- or after-school program that leases one or two classrooms doesn't have to pay based on the size of the whole school building.

ASCAP is in the process of finalizing its first rate structure for child care centers. It could release it this summer, says Bob Light, director of general licensing. By law, you have the right to go to court to get a review of your rate fee if you think ASCAP is charging you too much.

BMI and ASCAP both maintain district offices across the country you can contact for information. You can also call BMI at 800-669-4264 or ASCAP at 212-595-3050. If you want to double-check what they tell you, contact your own legal counsel or local Better Business Bureau.

Movies Require Public Performance Rights

How you get permission differs slightly in the music and film industry.

The motion picture industry grants rights in a somewhat different manner than the music industry. The Motion Picture Licensing Corporation (MPLC) grants umbrella licenses for some of the major studios. Annual fees for child care programs run between $75 and $175, depending on the number of children served. An MPLC license grants you permission to use material from many of the major studios, including Disney, Warner Brothers and Hanna-Barbera. For information, contact MPLC at 800-462-8855.

...the disgruntled employee, ex-employee, or parent turns in many a copyright violator. AIME gets two to 10 such calls a day...

But other studios grant permission on a per film or per showing basis. When you buy or rent a video, check to see if public performing rights come with the purchase. Normally, when you buy a video, you'll pay $10 more for the right to show it at your place of business. It is up to you to ask about public performance rights. Vendors just want to make sales. They aren't responsible to notify you of the law, even if they know what you want the material for. Many vendors are authorized to sell you rights. If they aren't, they should be able to refer you to the copyright holder directly, says AIME Counsel Ivan Bender. A film company may be willing to sell you blanket permission to use any of their material, he adds. Ask your public library about performance rights arrangements when you borrow a film there.

AIME operates a copyright hotline you can call with questions: 800-444-4203. It also sells a video called *Copyright Law: What Every School, College & Public Library Should Know* for $29.95 plus $3 shipping, and a packet of copyright law material for $14.95 plus $3 shipping.

But How Will They Find Me?

While the copyright enforcers acknowledge they can't catch everyone, they try. BMI employs licensing executives across the country that check businesses out that might be using music, BMI Spokesperson Greg Boggs says. They read ads to see if places that aren't licensed may be playing music, he adds. [Obviously, if you advertise a special movie afternoon each week, you should have your MPLC license.]

And then, the disgruntled employee, ex-employee, or parent turns in many a copyright violator. AIME gets two to 10 such calls a day, Goss says. Typical is the one from a parent who thinks the provider is putting children in front of the picture tube for too many hours. ◆◆

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

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SAC in Canada

There certainly was considerable interest in school-age care at the Canadian Child Care Federation Conference in Toronto in May.

Similarities

Many of the SAC issues sounded similar to those faced by programs in the U.S. — **shared space** in the schools and being squeezed out of existing dedicated space; **licensing** that demands a fence around school property for the before and after school program but not during the school day; how **drop-in programs and recreation programs** fit in the big picture; **developing SAC networks and associations;** the **quality** of programs; and wide range of **differences** among provinces similar to our differences among states.

Differences

Funding – there is more subsidized care. In Ontario 50% of child care is subsidized. The provincial government said child care is part of the economic renewal and recovery and is therefore very supportive. Private versus non-profit seemed to be a more divisive issue than in the U.S.

Curriculum - the importance of play opportunities and a play-based curriculum seemed to be more widely recognized.

Ontario

In 1987 the New Schools Initiative, which was province-wide, mandated that all new schools provide child care and that the province would pay for it. This was a way that child care could be put into all neighborhoods.

For SAC it was a mixed blessing. In five years there was a 600% increase in SAC in Ontario. But much of the designated space went to programs for 2-5 year-olds and the school-agers were put in shared space.

For large school boards like the North York Board (Toronto), building coordination among the half-day kindergartens and the child care programs is a monumental task. There has been lots of discussion about providing a "seamless day" for children to minimize the room, program, and adult contact changes that a child might go through each day.

Home Alone Illegal

The province of Manitoba, Canada has passed legislation making it illegal to leave children age 12 and under home alone. According to our Canadian SAC sources, this has produced increased parental interest in school-age care and increased interest from the child care field, too.

SECA Passes SAC Resolution

The Southern Early Childhood Association (formerly SACUS) adopted its first resolution on school-age care. Last year the 18,000 member organization voted to change its name which had included the phrase "Children Under Six." The new name allows for more formal support of school-age issues.

The resolution pointed out that by population the South represents less than 33% of the nation BUT 46% of all school-age programs are in the South. This makes SAC an important issue for any early childhood group that focuses on the South. Also while the recommended adult-child ratio is 1:10, there are some Southern states with minimum requirements as high as 1:25 and 1:26. This means that quality of care will be an issue that needs to be addressed. It also pointed out 86% of parents pay full fees meaning that the SAC system is stratified by family income. And finally that SAC programs typically pay low wages and have high staff turnover.

The resolution dealt with three areas:

SECA supports a sliding scale fee based on family income for those families who cannot afford SACC.

SECA supports legislation and policies aimed at developing an incentive career ladder program that will increase wages for child care workers and will in turn decrease staff turnover.

SECA supports SAC programs that provide a safe and developmentally appropriate program.

Copies of the resolution are available from SECA, PO Box 56130, Little Rock, AR 72215 (501) 663-0353.

If you have not seen the SECA/SACUS resources and materials for working with young children, ask for a brochure.

Jurassic Park Nightmares

Editorial Comment: The PG-13 rating on the movie *Jurassic Park* was well deserved but unfortunately often ignored. It will probably cause many nightmares in young children. I saw many kids in the 4-8 year-old range who were crawling onto parents' laps. It starts scary and continues with ominous music , body parts etc. There were several preschooler exclamations of "Wat dat mama?," which I'm sure were difficult to explain.

There's something wrong with a system that stresses how inappropriate a movie might be for young children but then markets to kids under 13 through merchandise and fast food outlet "tie-ins."

School-age programs might brainstorm ways they can help parents deal with these issues.

Conferences ...

(continued from back page)

MICHIGAN October 19, 1993 **New Listing**
MI SACC Conference, Southfield, MI
Contact: Sue Javid 313-228-3480

ALASKA October 21-23, 1993
AAEYC Conference will have school-age track,
Anchorage, AK
Contact: Marc Robinson 907-345-3772

MISSOURI October 29-31, 1993
1st Annual Community Education Conference (SAC Workshops), Lake Ozark, MO
Contact: Alison Copeland 314-526-3961

WELLESLEY SACC PROJECT LEADERSHIP INSTITUTES
Boston MA July 18-23, 1993
Philadelphia PA July 25-27, 1993
Jacksonville FL July 25-30, 1993
Decatur GA August 1-4, 1993
Storrs CT August 1-5, 1993
Winterpark CO August 1-6, 1993
Grandville OH August 8-13, 1993
Boca Raton FL August 9-13, 1993
Pawling NY October 17-22, 1993
Contact: Ellen Gannett 617-283-2544

MISSOURI February 11-13, 1994
Annual School-Age Care Conference sponsored by
Missouri SAC Coalition, Lake Ozark, MO
Contact: Bonnie Vento 314-225-4494

KENTUCKY March 4-5, 1994
5th Annual KY Coalition for SACC Conference,
Hyatt Regency, Louisville, KY
Contact: Norma Meek 606-739-5344

NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia, PA
Contact: Diane Barber 215-643-0569

DO WE HAVE YOUR SAC CONFERENCE DATES?

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Sharing With Parents What Goes On In The Program

Parents who pick up late never see what goes on earlier in the day. When they arrive, everything is put away and the children are in a "holding pattern" using only easy-to-put-away materials and waiting to be picked up. During the school year, some programs use a VCR to record the peak hours. They may let a VCR run from 3:00 to 4:30 for instance, and then play back from 4:30 to 6:00. Parents catch a glimpse of activity they wouldn't otherwise, and kids may have an opportunity to share a good time or an accomplishment with a parent.

For the summer program, try a "This Is What We Did Today" or "The Day In Review" bulletin board. Let a committee of older kids take polaroid pictures and collect samples of art and crafts projects for each day's bulletin board. For the polaroid pictures control costs and help the committee plan and budget the use of the film -- 2 shots for this activity, 3 shots for that one . . . and limit to one roll of film a day.

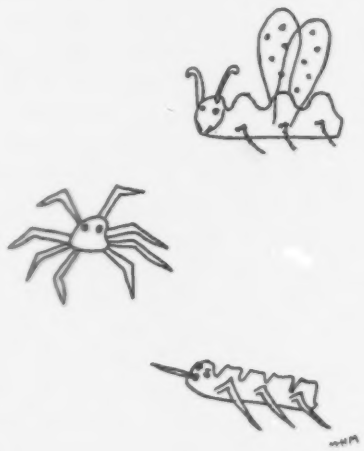
To replenish the "film fund", try this idea from the Child Care Center at Baptist Hospital in Memphis. Parents who want photos on the bulletin board because their children are in them may put their name on the back. Then when the bulletin board is replaced, the parent can buy the photo for 50¢ or $1, enough to cover the costs.

Have the kids make a scrapbook or journal of activities and field trips they might like to repeat. Besides pictures and samples, include tips on how to make next year's outing more enjoyable. "Allow time for reststops; Bring a hat or sunvisor; inquire ahead if a certain day of the week is less crowded." Make a note of what things cost -- besides admissions.

Save some photos, crafts and artwork for use next spring to help kids recall this summer and get excited about next summer's program.

Creepy, Crawly Things

Cut egg cartons into two long strips. Use one to six sections as needed. Provide colored paper, yarn, glue, markers, and chenille strips, and a few samples to get started.



911

Faced with a medical emergency, reports *USA Today*, 46% of adults cannot identify 911 and some confuse it with 411 directory assistance. When every minute counts, knowing the number can make a difference.

Informing children may prove beneficial to their families now, and sooner or later may help the child in a self-care situation. In teaching children about 911, there are two objectives: (1) to help them recall the number, and (2) to help them know when to use it and when not to (i.e. is it really an emergency?).

Singing

To review and reinforce the 911 number recall, try singing to the tune of *Hot Cross Buns*: 9-1-1, 9-1-1, policeman, fireman, ambulance, 9-1-1. Sing it over and over as a round, or march to it and clap or use rhythm instruments.

Role Playing

Without causing undue anxiety to any child, it may be feasible to think up some role play situations which could then be dramatized. By letting the group think up the situations, you will be able to help evaluate each one. For example, if you got off the bus at home but your mother wasn't there yet, would you call 911 or would it be better to call an adult relative or friend of the family? Call 911 only when you need a policeman, fireman or ambulance to come right now.

Summer Reading

Remember the Berenstain Bears? Stan and Jan Berenstain are branching out into books for 7-10 year olds. Their many preschool fans requested books for "grown-up" readers so they could continue to enjoy the Bears' antics and adventures.

Look for these new titles: *The Berenstain Bears and the Nerdy Nephew*, *The Berenstain Bears and the New Girl in Town*, *The Berenstain Bears Gotta Dance!* and *The Berenstain Bears and the Drug Free Zone*.

There's nothing like a good, new book to practice those reading skills before school starts.

"Straws" Credit

The activity suggestions using straws on page 5 are from an article "Straws Make Learning Fun" by Carolyn Ross Tomlin, which appeared in *The Brownsville States-Graphic* on Thursday, April 15, 1993.

Thank you, Carolyn, for sharing these with *School-Age NOTES* readers.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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AUGUST CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
BE A SPORT!	Daily for 3 weeks practice an athletic skill such as running 50 yards. Compare your time each day. Graph your progress.	Involve the children in planning an outdoor games day, tournament or field day.	Find out about the history of a sport which is included in the Summer Olympics.	Read the biography of an athlete. Find our about their training regimen.	Design a relay to practice dribbling and passing with a basketball.
OUR TOWN	Make a list of things to see and do in your town. How many are free?	What kinds of transportation are available in your town? How many places could you reach without a car?	How many ethnic groups can you identify in your town? Try names in phone book; street and building names on maps.	Check restaurant listings. What kinds of foods are most popular? What ethnic and regional foods are offered in your town?	Find a list of public buildings and schools. For whom are they named?
DRAWING	Tape four crayons together so they make four lines at once. Practice drawing with them.	Cut a nick in the end of a crayon so it makes a double line. Do it with your four crayons.	Draw a picture using dots instead of lines, or drops or flecks of paint instead of brush strokes.	Try to make a drawing while looking at the paper through a magnifying glass.	Draw a self-portrait from your mirror reflection.
STRAWS	Pick up small squares of colored paper by drawing your breath through a straw. How many can you pick up at once? Try a relay.	Read a favorite story. Use straws and play dough to create stick figures. Re-tell the story using the figures.	Use a straw to transfer water from one container to another. Insert the straw into the full container. Place your finger over the hole.	Thread chenille strips through straws to make animals, people or other shapes. Cut straws into needed lengths.	Place wads of tissue balls on the floor. Using straws, blow across the goal or finish line.
A LITTLE WET!	Make water pistols out of spray bottles. Use the force of the water to move a pingpong ball across a goal line.	Try a water balloon toss.	Give each one a cup. Each team transfers water from one bucket to another by passing cups of water from cup to cup down the line.		Dig and sculpt in wet sand.
BIRTHDAYS AND SPECIAL DAYS	Aug 7, 1904-Ralph Johnson Bunche was the first black American to receive the Nobel Prize. Find out about the Nobel Prize--who has won it and why.	The first week in August is National Clown Week. Let the children paint their faces and work up clown skits.	Aug 12-Katherine Lee Bates birthday. She wrote "America the Beautiful". Sing it. Illustrate it (drawings or magazine cutouts).	Aug 19- Birthday of Ogden Nash. Read some of his funny poems (limericks) and write some of your own.	Make a list of school supplies you will need. Compare advertisements from local papers. Decide which store has the best prices.

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

Most States Separate School-Age Standards

Most states maintain separate regulatory standards for school-age care and preschool programs. While 31 keep separate regs, 21 lump most of the regs with preschool standards, according to the *1993 Child Day Care Center Licensing Study* by the Children's Foundation. (Figures include the District of Columbia and Puerto Rico.) [The *1993 Family Day Care Licensing Study* is also available.]

States that keep only one book of rules typically include some separate standards for school-age programs, typically different staff:child ratios. And a few change a requirement or two for school-age programs. Iowa, for instance, maintains different program director qualifications, while Oklahoma requires school-age programs to keep different equipment. Several of the states with different regs only enacted them within the last year or two. And a few of the states with only one book of rules; Missouri, New Jersey and South Dakota; were reported to be considering or planning separate regulatory codes for school-age care.

For a copy of the state-by-state center licensing summary, send $22 plus 15% s/h to the Children's Foundation, 725 15th St NW, Suite 505, Washington DC 20005-2109, (202) 347-3300.

Congressional Briefs

CCDBG to be Reviewed

* The General Accounting Office is planning to undertake several new investigations of federally-funded care this year. It hopes that separate probes will answer the questions, primarily concerning the Child Care & Development Block Grant:

1) What are the problems encountered in mixing the grant with other funding streams?

2) What types of care are being provided with CCDBG funds?

3) At what point does the cost of care affect poor women's decisions to work?

4) Are changes needed in the child care infrastructure to improve quality of care? (If parents prefer unregulated, informal care, can government policy improve it and make the arrangements more stable?)

Welfare & SAC

* What types of school-age care arrangements best help parents get off welfare? A program to explore questions like that may get revived. The Omnibus Budget Reconciliation Bill of 1993 passed by the House (H.R. 2264) includes authorization of $3 million a year through FY 98 for demonstration projects to explore and evaluate child care projects' effects on families receiving Aid to Families with Dependent Children. The Family Support act of 1988 authorized these grants but Congress hasn't funded them since FY 89.

National Service & More SAC

* If Clinton gets the national community service plan he wants, it may include paying for care for every school-age child whose parents participate. The House Education & Labor Committee is considering the National Service Trust Act of 1993 (H.R. 2010). The bill would authorize $389 million in educational grants for volunteers who complete terms of community service. Any organization getting a grant would have to meet the child care needs of participants, either by providing the care themselves or giving the parents an allowance.

Is Self-Care Necessarily Bad?

Does lack of a regular arrangement necessarily mean children are unsupervised when their mothers work? A Discussion Paper from the Institute for Research on Poverty at the University of Wisconsin-Madison suggests that mothers may not always choose badly when they elect self-care for school-agers. The paper's statistical analysis of a high school class of 1972 shows that mothers choosing self-care tended to "have an older first child, have a larger gap between the eldest and the youngest, have all their children older than 10, have more assets, and work more." Many supposedly unsupervised children are actually in the care of an older sibling, other relative or neighbor, suggests author Peter Brandon.

For a copy of *Self-Care Arrangements among School-Age Children: A Child Care Device or Children Left to their Own Devices?* DP-989-92, send $3.50 to the Institute, 1180 Observatory Drive, 3412 Social Science Bldg, U of I, Madison, WI 53706, 608-262-6358, FAX 608-265-3119.

Editor's Comment: It's true that self-care statistics might paint a grimmer picture than what is really happening. Patchworks of after school sports, instrument lessons, and distal supervision by neighbors or relatives particularly for older children may be developmentally appropriate. Caution should be raised though about sibling care and the possible abuses that may occur. Also it can be debated as to whether such large blocks of time of daily responsibility is in the best developmental interests of the older sibling.

D.C. Conferences

The National Forum on State and Community Planning in Early Education and Care September 21-23, 1993 in Washington, D.C. co-sponsored by Families and Work Institute and NAEYC. Contact: Families and Work Institute 212-465-2044 or NAEYC.

NCCA Legislative Conference September 26-28, 1993 in Washington, D.C. The National Child Care Association invites the nation's private early childhood care and education community to its first Legislative Conference. Contact: NCCA 800-543-7161.

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Creating Your Own Multicultural Stories

The site leader reads or tells folklore stories from various cultures omitting the ending. The children and youth compose their own ending to the stories, with the idea of making it cross-cultural. Then they compare their endings to the original. What are differences and similarities across the various cultural values and traditions?

The children and youth can produce a video about the story. Parents, community leaders, and teachers can help with video taping and with expertise about their cultures.

By involving the participants from the different groups, the school-age care program develops a collaborative spirit. The video can be shown at PTO meetings, training programs, teacher meetings, and other community events. This assists in building the self-esteem of the participants, marketing the program, and programming.

Idea submitted by Gary A. Fortney, School-Based Child Care Coordinator for the Arizona Department of Education

SAC WOYC?

Dear School-Age NOTES and Readers:

We are planning for the 1994 Week of The Young Child (WOYC) next April and wondered what other school-age care organizations have done during this week to involve staff, school teachers, children and parents.

In the past, The Family After School Program, which has nine sites and 450 children, has made a point to send a special thanks to all the school district administrators and staff for their support and help. A letter of thanks comes from our office. The kids make thank you signs. Also, letters are sent to state and federal officials reminding them of the importance of school-age care for children of working parents. FASP staff, children and parents are involved in both these processes.

Parents and state and federal officials are also informed about the importance of worthy wages for the professionals who work in school-age care.

The Family After School Program would like to do more for The Week of The Young Child, so please send us your ideas. I'll organize all the ideas and share them not only with our organization but with the readers of School-Age NOTES!

Hope to hear from you soon.

Vicki Herman
Family After School Program
2214 East Capitol Drive
Milwaukee WI 53211

Editor's Note: If not familiar with WOYC, contact the National Association for the Education of Young Children 800-424-2460

Planning Your School-Age Technical Assistance For The Upcoming Year?

School-Age NOTES would like to help you.

- We will send free catalogs and mini-samples for your next school-age workshop.
- We will list your conference in our monthly School-Age NOTES newsletter.
- We will provide free catalogs and mini-samples for you to place in your conference packets.
- School-Age NOTES offers DISCOUNTS for GROUP SUBSCRIPTIONS 20% off for 5-19 subscriptions; 25% for 20-49; 30% for 50-99; and a 40% discount off for 100+ subscriptions — a great gift — ongoing monthly training for your conference participants or for working with multiple centers.
- Rich Scofield is available as a keynote speaker or workshop leader for your conference — call today as his schedule fills up quickly.

School-Age NOTES — the network of professionals interested in quality school-age care!

Bonus to SAN Readers

For those subscribers who read every word each issue this is your opportunity to save money. You can renew now (before August 31, 1993) for one, two or three years at the current rate of $19.95 for each year before the new rate of $22.95 takes effect September 1, 1993. Just make sure you give us your address as it appears on your address label.

Resources ...

(continued from page 8)

More on Diversity

'93 National Conference on Multicultural Education, October 20-24, 1993 Orange Beach, Alabama. Contact: Effective Schools Training & Development (800) 264-6711.

NAEHE - Phoenix

The National Association of Extension Home Economists meet September 26-30, 1993 in Phoenix, AZ Contact: Susan Brown (402) 461-7209

NRPA - San Jose

The National Recreation and Park Association Conference is October 20-24 in San Jose , CA Contact: Sally Voight (703) 820-4940 ext. 506

NCEA - Nashville

The 1993 National Community Education Conference is December 1-4, 1993 in Nashville, TN. Contact: NCEA (703) 683-6232

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ERIC Now Has 1,098 Pages of School-Age NOTES

ERIC which is the Educational Resources Information Center now has on microfiche all 12 volumes of *School-Age NOTES* from 1980-1992 as well as current issues. This makes SAN available for research at college libraries.

For information about microfiche or paper copies call EDRS (800) 443-3742.

Comprehensive Membership – Great Value, Great Way to Be Current

The best benefit of being a comprehensive member rather than regular member of NAEYC (National Association for the Education of Young Children) is that for an extra $23 a year you **automatically** receive copies of selected new NAEYC publications. The five or six books sent each year provide books that often get over looked in our busy lives. *Growing Teachers: Partnerships in Staff Development* is one of those books that directors and early childhood trainers and instructors should read but might miss, or never get around to ordering if it wasn't placed right on their desk with their mail.(SAN reviewed it in the May '93 issue.)

Now there is another fascinating book that came across my desk as a comprehensive member. It's *Valuing Diversity: The Primary Years* by Janet Brown McCracken. (To be reviewed in the August SAN issue.) If you are not a comprehensive member, call 800-424-2460 to find out more. To order *Growing Teachers* ($6) or *Valuing Diversity* ($5) send prepayment to: NAEYC, 1509 16th St., N.W., Washington, DC 20036-1426.

Related Conferences

Spend Thanksgiving Exploring Diversity

Want to go away for Thanksgiving and learn more about diversity? The Canadian Council for Multicultural and Intercultural Education and The National [Canadian] Multicultural, Racism-Free, Bias-Free ECE Network are sponsoring **A National [Canadian] Early Childhood Education Diversity Symposium** November 25, 1993 in Vancouver, British Columbia as a part of CCMIE's 5th National Conference Nov. 26-27. While that is the Thanksgiving holiday in the U.S., it is a non-holiday weekend in Canada which celebrates its Thanksgiving on October 11th this year. Contact: ECE/CCMIE, 201-1675 W. 4th Ave., Vancouver, BC V6J 1L8, CANADA, (604) 739-9456 or Julie Dotsch, Toronto, (416) 314-6735

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SAC CONFERENCES

PENNSYLVANIA July 25-27, 1993
State Leadership Conference,
Sugarloaf Conference Center, Philadelphia, PA
Contact: Lauren Atwell-Douglas 215-643-0569

OKLAHOMA July 31, 1993
MAEYCUS Mini-Conference,
includes SACC workshops, Muskogee, OK
Contact: Haskell Child Care 918-482-3238

INDIANA August 17-18, 1993
6th Annual SACC Training sponsored by
At-Your-School Services Indianapolis, IN
Contact: Nilou Sardari 317-283-3817

WASHINGTON August 20-21, 1993
WA School-Age Care Alliance Annual Conference,
Yakima, WA. Keynote Speaker Rich Scofield
Contact: Lynn B. Wirta 206-782-2611

WASHINGTON September 18, 1993 **New Listing**
9am to 1pm Basic training for new staff
Contact: Mari Offenbecher 206-461-3602

NORTH CAROLINA **New Listing**
One day conferences for Public School Principals and
Community Schools Coordinators on setting up and
managing school-age care
September 15 - Asheville
September 16 - Hickory
September 22 - Warsaw
September 23 - Williamston
Contact: Eddie Locklear 919-515-6387

DELAWARE September 18, 1993 **New Listing**
Statewide Conference, Keynote: Rich Scofield
Smyrna, DE **Contact:** Jean Williams 302-479-1674

INDIANA October 2, 1993
Fall SACC Training Conference sponsored by the
YMCA of Greater Indianapolis, Indianapolis, IN
Contact: Evelyn Eschenhoff 317-266-9622

OREGON October 2, 1993
OR SACC Alliance Conference, Albany, OR
Contact: Colleen Dyrud 505-378-5585

MISSOURI October 1, 1993 **New Listing**
Fourth Annual School-Age Child Care Conference
St. Louis Community College at Florissant Valley
Contact: Sandy Biver 314-595-4285 or 595-4391

NEW HAMPSHIRE October 12, 1993 **New Listing**
NH SACC Coalition Conference, Bedford, NH
Contact: Cynthia Billings 603-668-1920
(continued on page 3)

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Principals Set Quality Standards for School-Age Care

by Rich Scofield

Photo by Nancy P. Alexander

"A good school-age child care program probably provides the most relaxed part of a child's day." One standard of excellence is that "children are free to choose activities and friends and to develop and explore their own interests."

"The key to developing a vital and exciting school-age child care program is to simply find out what the children like to do and what they want to [explore]. Ask them about their interests, observe their activity, listen to their ideas. Then mold program choices around what you have learned."

This quote is indicative of a turning point that has been reached in school-based school-age care programs. The National Association of Elementary School Principals (NAESP) in collaboration with the Wellesley College School-Age Child Care Project has published **Standards for Quality School-Age Child Care** which rolled off the presses in July.

Within the quote above is the core of SAC that many of us have been talking about for more than a decade. School-age care doesn't have to be difficult if the adults are flexible, adaptable, listen to the kids talk, and are comfortable letting children make their own choices.

This is also part of the core of education reform. We are moving away from the idea of teacher-directed activities and looking at the child's developmental and learning needs. (Learning not just in the cognitive/academic sense but learning including the areas of physical and social-emotional skills and the opportunities to practice these in a socially and emotionally safe setting.)

Standards for Quality School-Age Child Care is being distributed free to the 3000 members of NAESP. It is also available from School-Age NOTES for $19.95 (17.95 for subscribers) see end of page 4 for reduced shipping charges.

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EDITORIAL

Staff:Child Ratios the Next Challenge in Quality SAC

by Rich Scofield

What is your staff-to-child ratio? 1:10? 1:12? 1:15? 1:20? 1:26? more?

What Do the Doctors Say? — The 1992 400-page national health and safety performance standards for out-of-home child care programs titled *Caring for Our Children* by the American Public Health Association and the American Academy of Pediatrics has set stringent standards.

"Those who question whether these ratios are affordable overlook the basic needs of young children in order to limit costs, which clearly reflects a lower priority for children than is acceptable." — Caring for Our Children

To conform to these performance standards centers should maintain the following ratios. For **five-year-olds: 1:8**; for **6-8-year-olds: 1:10**; and for **9-12-year olds: 1:12**. Mixed age groups in the same room should keep the ratio consistent with the

(continued on page 2)

Staff:Child Ratios...

(continued from front page)

age of the majority of children in the group.

The guidelines state, "These standards are based on what children need in order to have a reasonable amount of quality nurturant care. Those who question whether these ratios are affordable overlook the basic needs of young children in order to limit costs, which clearly reflects a lower priority for children than is acceptable."

What Do the States Say? — State minimum standards for school-age programs have varied from as low as 1:8 to as high as 1:26. Certainly state requirements are the first place to look to start improving quality. It should be remembered that state standards are minimum standards not standards reflecting quality. They are like minimum wage. It is the lowest starting point.

"Some programs will find it hard to afford the suggested ratio, but this ratio enables staff to spend time with individual children and offer them many choices ... Without efforts to reach this standard, the quality of the program could be compromised." – NAESP

It is not fair to providers and to parents (relative to fees) to mandate implementing the very highest quality to meet the minimum. On the other hand it is not fair to children for states to allow very high ratios when we know lower ratios are very do able and improve program quality.

What Does the National Study Say — I believe the ratios in the *National Study of Before & After School Programs* are not usable for gauging what the real ratios are out in the field. The study admitted that while ratios seemed to be straight forward, defining them and surveying to get them became complex. Therefore a formula was derived. The staff hours were divided into child hours which doesn't address peak ratio points. Also, remember the study reported that there were large numbers of pre-k kids involved in both morning (24%) and afternoon (14%) programs. Having pre-k in your group would drastically change your ratios.

This is what was reported: Public Programs slightly over 1:11; Private Nonprofits 1:9; For-Profits just under 1:7. Decide for yourself how those match up with the reality in your community.

What Do the Principals Say? — The new *Standards for Quality School-Age Child Care* by NAESP sets an expectation of high standards for staff-child ratios. "Standard of Excellence: Staff-child ratios and group sizes are small enough to enable staff to meet the needs of all the children. Suggested staff-child ratios are **1:10 for children through age 6,** and **1:12 for children over 6."**

While *Caring for Our Children* takes a strident tone in defense of low ratios, the principals' guidelines, even with similar low ratios, are more sympathetic to the realities of running programs and the cost of care. "Some programs will find it hard to afford the suggested ratio, but this ratio enables staff to spend time with individual children and offer them many choices. These are key elements in programs. Without efforts to reach this standard, the quality of the program could be compromised."

BOTTOMLINE

1) The fact that there are programs out there making it with ratios of 1:8, 1:10 and 1:12 says that such standards can be benchmarks of performance. State minimum standards need to be realistic since they only deal with minimums but also to come in line with what's do able and not set high ratios that allow for poor quality and non-relaxing, un-fun places for kids to be.

2) We need to take the principals' standards and show them to principals, community leaders, school-age programs and parents and say, "These are the ratios that the national principals' group feel are needed to have a quality program. When are you going to set your sights on this standard?" That is the next challenge for the professional field of school-age care — setting our sights on quality ratios.

Conferences ...

(continued from back page)

ONTARIO October 22, 1993 **New Listing**
Association for Early Childhood Educators, Ontario, Hamilton Branch, Half Day Session on School-Age Care with Rich Scofield, Hamilton, ONT. **Contact:** Tammy Ferguson 416-357-5491

ONTARIO October 23, 1993 **New Listing**
AECE, Ontario, Niagara Branch, Half Day Session on School-Age Care with Rich Scofield, Niagara Falls, ONT.
Contact: Tammy Ferguson 416-357-5491

NEW YORK October 17-22, 1993
Pawling NY, Wellesley SACC Project Leadership Institute
Contact: Ellen Gannett 617-283-2544

MICHIGAN October 19, 1993
MI SACC Conference, Southfield, MI
Contact: Sue Javid 313-228-3480

ALASKA October 21-23, 1993
AAEYC Conference will have school-age track, Anchorage, AK
Contact: Marc Robinson 907-345-3772

MANITOBA October 29-30, 1993 **New Listing**
Manitoba Child Care Association school-age conference "School-Age Care: We Know You're Out There!!!" Winnipeg MB
Contact: Debra Mayer 204-586-8587

MISSOURI October 29-31, 1993
1st Annual Community Education Conference (SAC Workshops), Lake Ozark, MO
Contact: Alison Copeland 314-526-3961

MISSOURI February 11-13, 1994
Annual School-Age Care Conference sponsored by Missouri SAC Coalition, Lake Ozark, MO
Contact: Bonnie Vento 314-225-4494

KENTUCKY March 4-5, 1994
5th Annual KY Coalition for SACC Conference, Louisville, KY
Contact: Norma Meek 606-739-5344

TENNESSEE March 11-12, 1994 **New Listing**
5th Annual Tenn. School-Age Care Conference, Nashville TN
Contact: Cathy Henris 615-741-3312

NSACCA '94 April 14-16, 1994
National School-Age Child Care Alliance, 6th Annual Conference, Philadelphia, PA
Contact: Diane Barber 215-643-0569

DO WE HAVE YOUR SAC CONFERENCE DATES?

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Making Up Games With Kids: How To Get Started

by David Whitaker

Two developmental points about school-agers are that they love to play games, and they love to invent new things. Games are a natural activity for the creative process of combining these two points. There are many aspects of games that kids can revamp to develop something new and different. As adults, we should not tell them what games to play, but facilitate the kids deciding for themselves.

In the beginning they will need the adult to give them some guidelines. Eventually, however, the kids should be able to make up games from scratch. The suggestions offered here give the adult an idea of a place to start. Some will be harder to do than others, but all achieve the goal of giving the kids control over their own games.

- **Start with a familiar game.** Kids should choose a familiar game like kickball and discuss the rules beforehand. Make sure everyone agrees on these rules and understands them. It is also a good idea to write these rules down, although it is sometimes best to work through the game before setting down the rules in writing.

Once everyone is comfortable with these rule, change them! Ask the kids one rule they would like to add, take away, or change. Maybe they'll decide in a game of kickball that the runner gets to go to first even if he gets out. Maybe the kicker gets to choose who his pitcher will be. There are hundreds of ways to create variations within a game that seems set in stone.

- **Combine two familiar games.** Games like baseball or kickball have very similar rules, but if fused together could create an entirely new game. Maybe the kids can choose to hit or kick the ball. Maybe they'll use a regular kickball with their arms as bats.

Let kids develop combinations of games that don't seem at all similar. For example, how would kids combine basketball and baseball?

- **Name for a game.** Start with familiar sources such as movies, TV shows, and video games to create the theme of a new game. This allows the kids to start from a familiar base.
- **Materials.** You can provide (maybe a ball and a hula hoop and a jump rope) or let the kids pick materials. They may need you to limit their choices of materials at first. Maybe five children each get an object and then the group chooses two of them to use in their game.

As adults, we should not tell them what games to play, but facilitate the kids deciding for themselves.

- **Environment.** This may be the toughest for children and youth. The idea is that any room or area you play a game in will dictate the kind of game you play. Obviously an outside game on a large playground is going to take a much different course than a game inside at a table.

Manipulate these environments to get kids to break out of stereotypes. Tell them they're going to adapt an outside game to a table game! This gets kids thinking about the general elements of a game such as baseball that they would want to carry over in a table top game. On the flip side, take a board game and turn it into a life-sized game. Find different areas to play games that the kids might not ordinarily think of as a game area. At our school we have a ramp indoors that lends itself to an interesting Human Bowling game. Don't feel like you can only play a game outside, in the gym, or in a circle!

- **Combination.** At this stage kids should be able to combine several of the above elements at once. Maybe kids will choose the title of the game and the materials. Maybe they will decide the environment and combine two games. This can be a tricky stage — move at the kids' speed or they may become frustrated!

David Whitaker is the SACC site coordinator at Gracemor Elementary, North Kansas City School District of Missouri.

The Season of Love

by Valerie Crosswhite

At the time of her writing this story, Val Crosswhite was a 12-year-old student entering the 7th grad. Last summer Val and her fellow school-agers at S.P.I.R.I.T (Play Centers, Baltimore, MD see SAN Vol XIII #7 March 1993) decided to publish a magazine, The Dragon. *This story is Val's contribution to the first issue of this impressive publication. By sharing this piece we hope to give you insight into younger school-agers' social thinking and the mindset, talent and potential of our older school-agers. Sections have been edited due to limited space.*

"Who am I going to marry?" I said. I turned on my side and draped my leg over my bed, shielding my eyes from the Sunday afternoon sunlight streaming in through my ground-floor apartment window. I turned the black magic eight ball, smudged with fingerprints, upside down and waited for the answer. I was seven years old. I always remember asking my little "fortuneteller" in a whisper, in case my mother might overhear. In the second grade, you get the impression that your parents would kill you or something if they knew you had a crush on someone.

"Am I going to marry Felix?" I asked. Felix was the cutest boy on earth at that time. He was a real catch; he could spit and everything.

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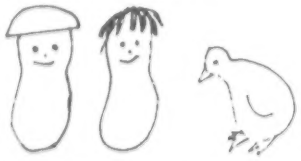
Invisible Paint

You will need a sheet of white paper, a paint brush, a cotton swab, four tablespoons of water, four tablespoons of baking soda, and purple grape juice for paint.

First mix the soda and water together and use the cotton swab to draw a secret picture or write an invisible message with the soda/water mixture. Let this dry completely before going on to the next step.

To disclose the hidden message, use the grape juice for paint and paint the paper. The page will turn purple but the message will turn blue-green!

This idea is from *Science Arts: Discovering Science Through Art Experiences* by Mary Ann Kohl and Jean Potter. (Available from *School-Age NOTES* for $15.95 [$14.95 for subscribers] plus shipping /handling.)



Peanut People

You will need peanuts in the shell, fine-tipped markers, glue, scissors, yarn, felt or fabric scraps, twigs or toothpicks.

Draw faces on the peanuts. Give them hair, hats and clothing. Make a family and glue them to a stone or a piece of bark.

Break a peanut shell in half through the middle. Eat the peanut. Slip the shell over the end of your finger for a thimble puppet.

Some peanuts may look like animals. Give them legs, ears and other features.

This idea is from *EcoArt*, p. 101. (Available from *School-Age NOTES* for $12.95 [$11.95 for subscribers] plus shipping/handling.)

Respect for the Aged

September 15 is "Respect for the Aged Day" in Japan. How could we observe such a day?

Moonlight Scene

Draw an outdoor scene like a garden or jungle. Put some nice birds and animals in it and some plants. Use flourescent or pastel-colored crayons. When the picture is done, paint the background black. You can paint right over the crayon and the wax of the crayons will resists the paint. The picture will stand out against the black like objects in the moonlight.

This idea is taken from *Adventures in Art*, p. 111. (Available from *School-Age NOTES* for $12.95 [$11.95 for subscribers] plus shipping/handling.)

Peoples of the World

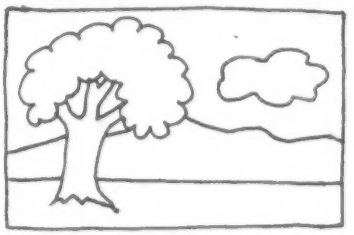
Paint a mural of the world's people. Use a continuous roll of paper such as table paper. Sketch your people first and dress them in different styles of clothing from around the world. One way to get the shapes of persons is to draw around each other.) Draw in pencil first and then enter the outlines with markers. Use paints or crayons to fill in the costumes and the persons.

This idea is from *Hands Around the World* by Susan Milord. (Available from *School-Age NOTES* for $12.95 [$11.95 for subscribers] plus shipping/handling.)

The Kids' Multicultural Art Book: Art & Craft Experiences from Around the World

by Alexandra M. Terzian

This book has more than 100 craft projects with background information and instructions. Origins are African, Native American, Eskimo, Asian and Hispanic cultures. The emphasis is on authentic designs but the materials are paints, paper, glue, yarn, salt dough (recipe provided) and other standard craft materials. *The Kids' Multicultural Art Book* is available from *School-Age NOTES* for $12.95 ($11.95 for subscribers) plus shipping/handling.



Layered Picture

Use sky-blue paper. From other appropriate colors cut out mountains, clouds, tree trunks, tree leaves, grass and so on. Paste the picture together layer by layer.

This craft idea is from *No-Fail Art Projects* by Arliss Burchard. The book contains patterns for 100 crafts to make with paper, tape, glue and scissors. It includes folded paper, torn paper, mosaics, mobiles, cones, shapes, needlepoint cards and layered pictures.

No-Fail Art Projects is available from *School-Age NOTES* for $14.95 ($9.95 for subscribers) plus shipping/handling.

"Transportation" Credit

The transportation Activities on p. 5 were suggested by an activity entitled Vehicle/Transportation Day and sent in by Gary A. Fortney of Phoenix, AZ. Their participant list of vehicles is very comprehensive. Prior to the event types of transportation were discussed and questions were prepared for interviewing the driver or guest who came with each vehicle. After the event each child wrote a letter to one of the participants thanking them for coming.

We appreciate Mr. Fortney's sharing this activity with us.

Shipping/handling

For books available from *School-Age NOTES*, shipping/handling for 1 book is $2.50, for 2 books, $3.50, 3 books, $4.50, and 4 books, $5.50.

63 Activity Ideas

The minimum number of Activity Ideas in this issue is 63.

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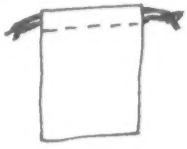
SEPTEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
GETTING TO KNOW YOU	Make name tags by writing with a glue bottle. Sprinkle on bits of paper, glitter, small beads or macaroni.	In a circle, make a face to your neighbor, who makes it to his neighbor and so on around the circle. Play until each one has started a face.	Around a circle, say *I am Ben. My favorite things to do are . . .* The next one says *He is . . .* and adds *I am . . .* Do yourself and the one preceding you.	Let each in a circle say her name and lead the group in clapping to each syllable: (Cliff, Mar-tha, Ma-ry, Ann, E-liz-a-beth).	Make peanut people (p. 4) representing your family. Introduce them to your new friends.
BACK TO SCHOOL	Cut up grocery bags or funny papers and make textbook covers.	Make drawstring bags. 	Make and decorate your own pencil box.	Find out how many students have transferred into your school. How can you make them feel welcome?	Draw a map of your school with locations of gym, classrooms, restrooms, cafeteria and office. Be sure it is accurate.
SUMMER IN REVIEW	Use pairs of shells to make butterflies. Glue small rocks or shells on a notion box.	Press flowers or 4-leaf clovers. Make stationery or book marks.	Make a photo album or scrapbook.	Write a story or diary about an experience you want to remember.	Share one new craft or game you learned this summer. Show an art project, tell a story or share a new idea. Did you learn any new jokes?
ROUND AND ROUND	Make gadget prints with round objects--buttons, coins, spools, washers . . .	Provide pastry wheels, a donut cutter, an apple slicer and other wheels for use with play dough.	Race with wheel toys. Decide what factors make them go faster or slower. Use ride-on toys or matchbox cars.	With paper tubes from tissue and towels, design a track for a marble. How long can you make it? What makes it faster?	Draw a 6" circle. Write a word on the outside. Beside it write a word beginning with the last letter of the previous word. Go around the circle.
SPECIAL DAYS	Sept 1, 1939 -- WWII began. Ask a VA Hospital or American Legion Post how children can thank veterans--such as cards or tray favors for the hospital.	Sept 2, 1838 -- Queen Liluokalani's birthday. Hawaii's last monarch, she wrote Aloha Oe and Farewell to Thee. How many ethnic groups call Hawaii home?	Sept 17, 1787 -- The US Constitution was signed. Find the 13 states on a map. Look up statehood dates and number the other states in that order on your map.	Sept 24 -- Native American Day -- a day to learn more. How many Native American place names can you find on a map?	Sept 26, 1774 -- The birthday of Johnny Appleseed (Jonathan Chapman). Try to bite an apple on a string. Eat your apple for snack.
TRANSPORTATION	How many different kinds of transportation can you name -- not just people carriers but product carriers, too.	Could you actually try out the sleeper in a truck cab, or see inside the satellite news van?	Could you visit a museum of antique cars? Would the owner of an antique car bring it for you to see? Compare a more modern engine.	Could you ride on a trolley, shuttle bus or doubledecker bus? or try a horsedrawn vehicle? What does *horsepower* mean?	How many kinds of transportation work by foot power -- ancient, modern, domestic and foreign?

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Washington Notes

by Charles Pekow

Charles Pekow is the Editor of "Day Care USA." This report was written exclusively for SAN readers.

House Protects but Doesn't Add to SAC Programs

Funding for school-age programs was protected by the House of Representatives but not added to. The House passed an appropriations bill for Fiscal Year 1994 (H.R. 2518) that would fund programs at the same level as in FY '93. The House declined the Clinton administration's request to increase by $30 million funding for the Child Care & Development Block Grant, saying the budget won't allow it.

So here are the funding figures approved for the coming year, which begins Oct. 1: CCDBG, $892.711 million; Dependent Care Block Grant, $12.939 million; Job Opportunities & Basic Skills Training Child Care, $450 million; Transitional Child Care, $95 million; At-Risk Child Care, $300 million; Social Services Block Grant, $2.8 billion.

The House also declined to put any money into the Child Care Licensing & Improvement Block Grant, which Congress has never funded. The JOBS program would get a $55 million dollar boost and TCC $11 million more than FY '93 because of anticipated increased program usage. These programs are entitlements, so anyone qualifying must get care. The other programs are discretionary programs, subject to whatever funding Congress chooses.

The Senate takes up the bill next, providing one last chance to add to CCDBG.

SAC Welfare on Hold

Any attempts to see how well various school-age care arrangements help parents get off welfare is left up to a conference committee. The Senate passed a Budget Reconciliation Bill (S. 1134) without the $3 million per year for child care/welfare reform demonstration models the House passed in its version.

Family Day Care Regs Lumped Together

Most states don't separate regulations for school-age care from preschool care in family day care. The 1993 Family Day Care Licensing Study produced by the Family Day Care Advocacy Project of the Children's Foundation, found that almost all states contain only one set of regs, though in some cases they make specific changes or exemptions for part-time older children. This stands in marked contrast to CF's finding that 31 states maintain separate regs for SAC for center-based care (see SAN, July 1993).

The review of the states and District of Columbia found that only 13 provided for increased child-staff ratios for a few hours a day for providers who take school-agers and younger children (though one of the states allows the increase only in group homes). Six states allow higher staff-child ratios for school-age children and five exempt some or all programs for licensing, mainly because they don't operate full-time. Only four states keep completely separate regs for school-age family day care.

For a copy of the state-by-state summary of regs, send $22 plus 15% s&h to Children's Foundation, 725 15th St. NW, Suite 505, Washington, DC 20005-2109, (202) 347-3300.

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- We will list your conference in our monthly School-Age NOTES newsletter.
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School-Age NOTES — the network of professionals interested in quality school-age care!

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Canadian Notes

Ontario School-Age Association Formed

During the past several years a core group of school-age care professionals in Ontario have been meeting to organize and network SAC workers. Their odyssey will sound familiar to those SAC groups and alliances already formed and offers inspiration to those thinking about organizing.

They started as a committee through the Ontario Coalition for Better Child Care. They have had three retreats at Bark Lake, a conference centre in the woods, with over 100 attending and the fourth annual Ontario School-Age Child Care Conference (in a different location) is tentatively planned for the beginning of October.

Through a small grant they have published three issues of a wonderful newsletter called *Exploring Environments* "A Newsletter About School-Age Child Care in Ontario." They described the editorial team as "an eclectic mix of front line staff, centre supervisors, programme advisors, and college faculty."

Last fall the committee decided to formally organize. They struggled with what to call the group. One consensus was that the name should not include the words network or child care but that school-age should be included in the name. As of their March 1993 meeting the preferred name for the provincial organization put forth by the steering committee is "Ontario School-Age Association" (OSAA).

For information about OSAA, their newsletter, or their conference contact: Noel Young, George Brown College, PO Box 1015 Station B, Toronto, Ontario, M5T 2T9, CANADA (416) 867-2342 or Jennifer Murphy-Hupé, Canadian Child Care Federation, 120 Holland, Ste 401, Ottawa, Ontario, K1Y 0X6, CANADA (613) 729-5289

Manitoba to Hold First SAC Conference

The Manitoba Child Care Association is holding its first ever SAC conference titled "School-Age Care: We Know You're Out There!!!" It is set for October 29-30, 1993 at Saint.-Boniface College, Winnipeg, Manitoba. For more info. contact: Debra Mayer, Manitoba Child Care Association, 364 McGregor St., Winnipeg, Manitoba R2W 4X3, CANADA (204) 586-8587

Season of Love ...

(continued from page 3)

I didn't like the first four answers. It took five trys until the little black ball said "My signs point to yes."

Good. That had to be it. After all, it took five shakes to get the answer I wanted.

At the age of seven, there was no dating or anything, you just said "I really like you." If the person said "I really like you too," then you timetraveled through a couple of years 'till you're both 20 or so, and you tie the knot and fly off for your honeymoon in Hawaii. That sounds easy enough.

By sharing this piece we hope to give you insight into younger school-agers' social thinking and the mindset, talent and potential of our older school-agers.

The next day was Monday. Ugh. After school, I trudged down the hall, filled with the real little kids, and the older 5th graders who we always looked up to, but feared in a way; with Britta, my classmate and good friend since kindergarten. Once we got to the gym, the meeting headquarters for Play Centers, we signed the notebook, "Val and Britta the Great", and dropped our bookbags. Just another day. Felix always was late and I always tried to wait around for him, discreetly, but I think everyone knew.

In a couple of minutes we all plodded across the hall to the cafeteria. We lost our classroom last year, due to overcrowding in the school, so we stay in the caf.

After a healthy snack of vanilla wafers and "prune" juice, which was really canned grape juice, but certainly didn't taste like it, we got ready to go outside. Everybody got in line very noisily; bouncing balls, and yelling things at the top of their lungs to be heard such as; "God, that juice sucks!", "It's too hot to go outside!", "Bring your flute out", and "I think she likes either Chase or Kyle."

Everybody started moving out the chipped and faded orange painted doors, held open by a scuffed up block stamped "Play Centers" in black ink. Kerry, Kristin and I stayed in a little longer, saying we were going to the bathroom, just to have a little fun.

We sat down at a table and started talking. Far ahead, we could hear a distant voice, yelling to "Stop at the corner!!"

The three of us were laughing about something or another, when Felix walked into the room.

"Felix! Valerie likes you!" Kerry chanted, laughing with Kristin.

"I do not, you jerk," I laughed. "Don't listen to her."

He walked up next to us.

"Do you?" he asked me.

"Yes," I said after a minute of silence, and ran out the door.

The Dragon *contains games, poems, recipes, artwork and a survey of the school-agers' favorite and least favorite activities over the summer.It is a very positive reflection of the school-agers themselves and of S.P.I.R.I.T. Personal note: Val, you have a great gift — keep developing your writing talent.*

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School-Agers & Diversity

Valuing Diversity: The Primary Years by Janet Brown McCracken Order from: National Association for the Education of Young Children, 1509 16th St., N.W., Washington, DC 20036-1426 $5 includes shipping (for UPS delivery add $1.75)

If you have any interest at all in issues about diversity and preparing our children and youth for our pluralistic society STOP what you are doing and order this 100 page book today – Your total cost is just $5 and that includes shipping!

If you're a skimmer like me, growing up on National Geographic just looking at the photos and reading captions, this book is for you. There are many large-print pull-quotes, headings, boxes, lists and charts.

It integrates for the primary ages 5-8 what we know about best early childhood practices with the issues of multiculturalism.

It discusses strategies for working with children such as democratic conflict resolution and fostering the seven different intelligences.

It includes guidance on valuing and respecting each other's heritages, personhood, and beliefs. Guidelines for criteria for learning materials and activities are provided as well as how to prepare the environment.

Am I in Trouble?

Am I in Trouble? Using Discipline to Teach Young Children Responsibility "Suggestions for parents, teachers, and other care providers of children to age 10." by Richard Curwin and Allen Mendler is one of the clearest books on discipline and guidance we have seen.

It integrates the ideas of Dinkmeyer on effective parenting; Driekurs on natural and logical consequences; Farber and Mazlish on how to talk to kids; Glasser on responsibility, control and consequences; and the behaviorists on changing persistent behaviors. They are meshed into an easy to use format.

On Consequences or Punishments

"Punishments teach children to obey by making them feel bad about what they have done, with the hope that they will not want to do those things again.

"Consequences teach responsibility. They help children learn to make better choices in the future."

Three Generic Consequences:

"**Predicting** is a modest consequence. It can serve as a warning without threat. Simply ask the child what he or she thinks will happen in the future if he or she repeats the inappropriate activity."

"**Choosing** means giving the child a choice between two or three acceptable behaviors as an alternative to what the child did that broke a rule."

"**Planning** means asking the child to plan a solution to the problem. This is the most effective consequence in the long term."

Am I in Trouble? available from School-Age NOTES for $15.95 ($13.95 for subscribers) see end of page 4 for reduced shipping charges.

SAC CONFERENCES

WASHINGTON August 20-21, 1993
WA School-Age Care Alliance Annual Conference, Yakima, WA, Keynote Speaker Rich Scofield
Contact: Lynn B. Wirta 206-782-2611

WASHINGTON September 18, 1993
9am to 1pm Basic training for new staff
Contact: Mari Offenbecher 206-461-3602

NORTH CAROLINA
One day conferences for Public School Principals and Community Schools Coordinators on setting up and managing school-age care
September 15 - Asheville
September 16 - Hickory
September 22 - Warsaw
September 23 - Williamston
Contact: Eddie Locklear 919-515-6387

DELAWARE September 18, 1993
Statewide Conference, Keynote: Rich Scofield
Smyrna, DE **Contact:** Jean Williams 302-479-1674

MISSOURI October 1, 1993
4th Annual School-Age Child Care Conference
St. Louis Community College at Florissant Valley
Contact: Sandy Biver 314-595-4285 or 595-4391

INDIANA October 2, 1993
Fall SACC Training Conference sponsored by the YMCA of Greater Indianapolis, Indianapolis, IN
Contact: Evelyn Eschenhoff 317-266-9622

OREGON October 2, 1993
OR SACC Alliance Conference, Albany, OR
Contact: Colleen Dyrud 505-378-5585

CONNECTICUT October 5, 1993 **New Listing**
CT SACC Alliance Fall Conference, YWCA, Hartford, CT, Keynote: Linda Sisson
Contact: Joan Benson 203-295-9400

NEW YORK October 11, 1993 **New Listing**
Capital District School-Age Child Care Network Annual Fall Conference, Albany, NY, Keynote: Tracey Ballas **Contact:** Debera Parsons 518-426-7181

NEW HAMPSHIRE October 12, 1993
NH SACC Coalition Conference, Bedford, NH
Contact: Cynthia Billings 603-668-1920

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